



VA Greater Los Angeles Healthcare System Sepulveda Ambulatory Care Center Doctoral Internship Program in Health Service Psychology

VA Sepulveda Ambulatory Care Center

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<https://www.losangeles.va.gov/trainee/>

APPIC MATCH Numbers

General Internship Track: 116312
Neuropsychology Track: 116311

Accreditation Status:

The Doctoral Internship at the **VA Sepulveda Ambulatory Care Center (SACC)** is accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA). The next site visit will be during the academic year 2023.

Inquiries regarding the accreditation status of our internship program may be directed to:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE,
Washington, DC 20002-4242
Telephone: 202-336-5979
Email: apaaccred@apa.org
Web: <http://www.apa.org/ed/accreditation>

Application and Selection Procedures:

The training program is funded to support **SIX** full-time internship positions; five positions are in the **General Track**, and one position is in the **Neuropsychology Track**. We will be requesting temporary funding to add a second Neuropsychology Track intern. Once we receive confirmation regarding the funding, we will provide an update via the APPIC-MEMBERS NEWS listserv. The 2022-2023 internship year will begin on August 1, 2022.

Applications must be submitted through the AAPI Online portal by **11:59 p.m. Eastern Time (8:59 p.m. Pacific Time)** on **November 1, 2021**.

In your cover letter, please include the following:

1. Please indicate if you are applying to the **General Track** or the **Neuropsychology Track**. Applicants can only apply to one track.
2. Please describe how the Sepulveda VA internship can help you fulfill your future goals.
3. For the **General Track** applicants, please list your top three major rotations and your top two mini rotations in descending order of interest (1=most interested). You are not committed to these training experiences should you match here for internship.

SACC does not require any supplemental application materials. Please ensure that at least two of your three submitted letters of recommendation are from clinical supervisors.

Please contact the Director of Training if you have any questions:

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VA Eligibility Requirements:

Health Professions Trainees (HPTs) are appointed as temporary employees of the Department of Veterans Affairs. As such, HPTs are subject to laws, policies, and guidelines posted for VA staff members. There are infrequent times in which this guidance can change during a training year which may create new requirements or responsibilities for HPTs. If employment requirements change during the course of a training year, HPTs will be notified of the change and impact as soon as possible and options provided. The VA Training Director for your profession will provide you with the information you need to understand the requirement and reasons for the requirement in timely manner.

The Department of Veterans Affairs (VA) adheres to all Equal Employment Opportunity and Affirmative Action policies. As a Veterans Health Administration (VHA) Health Professions Trainee (HPT), you will receive a Federal appointment following the selection process, and the following requirements will apply prior to that appointment

- 1) **U.S. Citizenship.** VA is unable to consider applications from anyone who is not currently a U.S. citizen. Verification of citizenship is required following selection. All interns and fellows must complete a Certification of Citizenship in the United States prior to beginning VA training.
- 2) **U.S. Social Security Number.** All VA appointees must have a U.S. social security number (SSN) prior to beginning the pre-employment on-boarding process at the VA.
- 3) **Selective Service Registration.** A male applicant born after 12/31/1959 must have registered for the draft by age 26 to be eligible for any US government employment, including selection as a paid VA trainee. Male applicants must sign a pre-appointment Certification Statement for Selective Service Registration before they can be processed into a training program. For additional information about the Selective Service System, and to register or to check your registration status visit <https://www.sss.gov/>.
- 4) **Fingerprint Screening and Background Investigation.** All HPTs will be fingerprinted and undergo screenings and background investigations. Additional details about the required background checks can be found at the following website: <http://www.archives.gov/federal-register/codification/executiveorder/10450.html>
- 5) **Drug Testing.** Per Executive Order 12564, the VA strives to be a Drug-Free Workplace. HPTs are not drug-tested prior to appointment, however, are subject to random drug testing throughout the entire VA appointment period. You will be asked to sign an acknowledgement form stating you are aware of this practice. This form authorizes your drug test results to be shared with VA officials, and others who have a need to know. Failure to sign the authorization form may result in disciplinary action up to and including removal.

As a trainee subject to random drug testing you should be aware of the following:

- Counseling and rehabilitation assistance are available to all trainees through existing Employee Assistance Programs (EAP) at VA facilities (information on EAP can be obtained from your local Human Resources office).
- You will be given the opportunity to submit supplemental medical documentation of lawful use of an otherwise illegal drug to a Medical Review Officer (MRO).
- VA will initiate termination of VA appointment and/or dismissal from VA rotation against any trainee who is found to use illegal drugs on the basis of a verified positive drug test or who refuses to be tested.

- Although medical and recreational use of cannabis is legal in the state of California, it is illegal for federal employees and trainees to use marijuana and its derivatives, including CBD, on or off duty.
- Please see [VA Drug-Free Workplace Program Guide for Veterans Health Administration Health Professions Trainees](#)

Additional information regarding eligibility requirements for appointment as a VA psychology HPT can be found at the following links:

<https://www.psychologytraining.va.gov/eligibility.asp>

<https://www.psychologytraining.va.gov/docs/Trainee-Eligibility.pdf>

Date Program Tables are updated: 9/14/2021

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	<div><input type="checkbox"/> Yes</div> <div><input checked="" type="checkbox"/> No</div>
If yes, provide website link (or content from brochure) where this specific information is presented:	

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

Applicants are considered if they are in good standing at an American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited graduate program in Clinical, Counseling, or Combined psychology or at a Psychological Clinical Science Accreditation System (PCSAS) accredited program in Clinical Science. Students with a doctorate in another area of psychology who meet the APA or CPA criteria for re-specialization training in Clinical, Counseling, or Combined Psychology are also eligible. Approval for internship status by your graduate program training director is also required.

We expect at least three years of doctoral-level study and 500 clinical hours; however, we are

aware of the impact COVID-19 has had on training for some applicants over the past few training years, and we will consider that impact when reviewing applications where hours may not meet the minimum requirements. For the **General Track**, we prefer applicants with 400 intervention hours and 100 assessment hours accrued prior to the application deadline. For the **Neuropsychology Track**, we prefer applicants with 250 intervention hours and 250 assessment hours accrued prior to the application deadline.

Interns are selected based on multiple factors; these include the quality of their graduate and undergraduate education, the quality and diversity of practicum experiences, research and teaching experience, multicultural competence, letters of recommendation, and perhaps most importantly, the perceived fit between the student and our training program. For the **General Track**, we seek applicants who have had a variety of clinical experiences with an emphasis on evidence-based therapy modalities with different adult patient populations. For the **Neuropsychology Track**, we seek applicants who have sought clinical and didactic training in the neuropsychological assessment of adults. We require that applicants have passed their comprehensive exams and have had their dissertation proposal approved by the start of internship. We prefer that applicants have completed or have made significant progress on their dissertations before starting the internship.

Applications are reviewed by the Director of Training and members of the training committee to determine whether an interview should be granted. Interviews for selected applicants will be held remotely using video technology on four days in January (1/4, 1/7, 1/11, and 1/14/2022) from 9:00 a.m. to 3:00 p.m. The interviews will include a group introduction to the supervisors and to the training programs, a slide show of the campus, buildings, and office space, a meeting with the current interns, and two individual interviews with staff members who are matched based on applicants' stated interests. It has always been our goal to make the interviews as comfortable as possible to provide an accurate representation of the collegial training environment at Sepulveda. All applicants will be notified of their interview status by **the first week in December, 2021.**

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

Total Direct Contact Intervention Hours	Yes	Amount: 400 (general) 250 (neuro)
Total Direct Contact Assessment Hours	Yes	Amount: 100 (general) 250 (neuro)

Describe any other required minimum criteria used to screen applicants:

Our procedures for intern recruitment and selection are governed by the Department of Veterans Affairs, the American Psychological Association (APA), and the Association of Psychology Postdoctoral and Internship Centers (APPIC). This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

Our training program is committed to creating a supportive learning environment for

individuals of diverse backgrounds, and as a federal agency, we abide by the U.S. Government Equal Employment Opportunity (EEO) and Reasonable Accommodation policies. The Internship Program follows a policy of selecting the most qualified candidates and is an Equal Opportunity Employer. Our commitment to diversity includes attempting to ensure an appropriate representation of individuals along many dimensions, including (but not limited to) gender, sexual orientation, age, ethnic/racial minorities, and persons with disabilities. Our internship program values cultural and individual diversity, and we strongly encourage qualified candidates from all backgrounds to apply.

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	\$30,031	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes	
Coverage of family member(s) available?	Yes	
Coverage of legally married partner available?	Yes	
Coverage of domestic partner available?		No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	104	
Hours of Annual Paid Sick Leave	104	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	
Other Benefits (please describe): Interns get 11 paid Federal Holidays, 5 Authorized Absence Days for educational activities, and they are eligible for life insurance, as well supplemental dental and vision insurance. Premiums are withheld from stipends on a pre-tax basis. 2022 Plan Information for California can be found at: https://www.opm.gov/healthcare-insurance/healthcare/plan-information/plans/2022/state/ca .		

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2017-2020	
Total # of interns who were in the 3 cohorts	18	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	1	
	PD	EP
Academic teaching	0	0
Community mental health center	0	0
Consortium	0	0
University Counseling Center	0	0
Hospital/Medical Center	3	1
Veterans Affairs Health Care System	8	1
Psychiatric facility	0	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	4	0
Other		

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

Post-Internship Activities

Expanding upon the table above, over the last 9 internship classes, immediately following internship, 47 of our 51 graduating interns obtained postdoctoral fellowship positions (41 clinical, 6 research), and the remaining four obtained employment positions. All graduating interns successfully completed their dissertations and doctoral programs. Many continue to be actively engaged in scholarly activity, and all interns who are engaged in clinical service delivery have obtained licensure or plan to seek it. We feel confident that our Training Program prepares interns for a wide range of positions consistent with our program’s aim.

Postdoctoral Residencies of Interns from the Classes of 2012-2013 through 2020-2021

Clinical Positions

California Pacific Medical Center
CBT California
CBT Los Angeles
Harbor UCLA – Adult Cognitive Behavioral Therapy
Harbor UCLA – Behavioral Medicine
Kaiser Permanente
Long Beach VA, Advanced Mental Health Interprofessional Special Emphasis Area
Long Beach VA, Liver Disease and Human Immunodeficiency (HIV) Special Emphasis
Long Beach VA, PTSD Special Emphasis
Los Angeles Ambulatory Care Center, SUD/PCMHI
Los Angeles Ambulatory Care Center, Women’s Mental Health and Trauma
Rancho Los Amigos National Rehabilitation Center
San Diego VA, PCMHI
San Francisco VA, SUD, PTSD, and Co-occurring Disorders
Selph Solutions (San Francisco)
Sepulveda VA, PCMHI/B-Med
Sepulveda VA, SUD/PTSD
Sepulveda VA, Trauma
Stanford University, Department of Psychiatry and Behavioral Sciences (Adult Program)
Swedish Medical Group - Integrated Primary Care and Behavioral Health (Seattle)
The Capital Institute for Cognitive Therapy (Washington D.C.)
The Clinic (San Francisco)
The Motherhood Center (New York)
VA Puget Sound, Seattle Division, Mental Health
West Los Angeles VA, Health Psychology
West Los Angeles VA, Interprofessional and Integrative Health
West Los Angeles VA, Trauma

Research Positions

Houston VA, MIRECC
University of California, Los Angeles Department of Psychology
University of California, San Diego, Department of Medicine
VA Greater Los Angeles Healthcare System Women’s Health Clinic Fellowship
San Diego VA, Center of Excellence for Stress and Mental Health (CESAMH)



PROGRAM SETTING:

VA Greater Los Angeles Healthcare System:

The VA Greater Los Angeles Healthcare System (VAGLAHS) is one of the largest healthcare systems within the Department of Veterans Affairs. It is one component of the VA Desert Pacific Healthcare Network (VISN 22) offering services to Veterans residing in Southern California and Southern Nevada. Greater Los Angeles (GLA) consists of two ambulatory care centers (Sepulveda VA and the Los Angeles Ambulatory Care Center); a tertiary care facility (West Los Angeles VA); and 8 community based outpatient clinics (CBOCs) throughout five counties in southern California (Los Angeles, Ventura, Kern, Santa Barbara, and San Luis Obispo). GLA provides comprehensive ambulatory and tertiary care to over 1.4 million Veterans living in this region.

GLA directs the Department of Veterans Affairs' largest educational enterprise. It serves as a major training site for medical residencies sponsored by the UCLA David Geffen School of Medicine and USC School of Medicine, as well as more than 45 colleges, universities and vocational schools in 17 different medical, nursing, paramedical, and administrative programs. Over 500 university residents, interns, and students are trained at the VA Greater Los Angeles Healthcare System each year.

GLA is a designated Center of Innovation for the national Office of Patient Centered Care and Healthcare Transformation. This office works with VA leadership and health care providers to transform VA's health system from the traditional medical model, which focuses on treating specific issues, to a personalized, proactive, patient-driven model that promotes whole health for Veterans and their families. Psychologists at GLA offer many integrated health and healing modalities of care, some of which include introductory courses for relaxation, mindfulness-based interventions, Tai Chi, yoga, and biofeedback. GLA has a Mindfulness Based Stress Reduction program (MBSR) for staff and Veterans.

**Sepulveda Ambulatory Care Center:**

The Sepulveda Ambulatory Care Center (SACC), located in the San Fernando Valley of Los Angeles, is part of the VA Greater Los Angeles Healthcare System. SACC is a fully independent, though integrated component of the educational mission of GLA. SACC is the major outpatient facility that provides care to the Veterans living in Northern Los Angeles. Following the earthquake in 1994, Sepulveda redefined its mission to become a comprehensive ambulatory care, education, and research facility. From an old-style traditional VA Medical Center, SACC has emerged as a facility in tune with contemporary and innovative health care delivery approaches and interprofessional collaboration. SACC offers a comprehensive array of services that supports the primary care program. These services include a wide spectrum of on-site ambulatory care activities for internal medicine, neurology, and specialty ambulatory surgery services, comprehensive psychiatry and psychology services, including alcohol and substance use treatment, dentistry, social services, rehabilitation medicine, audiology, speech pathology, prosthetics services, and comprehensive homeless services. There is also a 40-bed academic nursing home care unit on the campus.

SACC is recognized for special programs, including Geriatric Research, Education and Clinical Care Program (GRECC) and the Women's Health Program. SACC is unique for its expertise in primary, managed care education, and is a site for national VA PRIME medical residents and associated health trainees. Sepulveda's strong academic affiliation with UCLA Schools of Medicine, Dentistry and Nursing assures a progressive, high-quality healthcare environment. As a teaching facility, education and training are prominent at SACC. Most members of the medical staff hold clinical and/or academic appointments at UCLA or other academic institutions. Psychology is an independent discipline, but a fully integrated and respected component of the overall mental health and medical services.

SACC serves a diverse patient population. While the population is predominately male, we make every effort to ensure that the interns see a varied sample of patients. Efforts to reach out to women Veterans have resulted in an increased number of female patients and specialized women's clinics to address their unique needs. In fiscal year 2017, nearly 2800 female Veterans were seen for medical and/or mental

health treatment in the Women's Health Clinic at Sepulveda. Creating a rotation in this service has allowed our interns to work with this traditionally under-represented population in VA Medical Centers.

The Psychology internship program at the Sepulveda VA has been accredited by the American Psychological Association since 1979. Of the 24 clinical psychologists on staff at Sepulveda, 22 provide clinical supervision in the psychology training program (1 supervisor from the WLA VA supervises MBSR at Sepulveda). All psychologists on staff are licensed, are from APA-accredited doctoral programs in clinical or counseling psychology, have completed an APA-accredited doctoral internship, and most supervisors have completed postdoctoral residency programs. Many hold clinical and academic appointments at local institutions, including the University of California, Los Angeles and Pepperdine University. Psychologists at the Sepulveda VA engage in a variety of roles in interprofessional outpatient medical and mental health settings, with many staff members involved in program and service leadership positions.

In addition to the clinical internship, the Psychology training program provides training for 6-8 practicum students each year, most of whom are from local doctoral programs. In addition, we have two postdoctoral residency specialty areas – Trauma and Primary Care Mental Health Integration/Behavioral Sleep Medicine (PCMHI/BSM). We have also consistently obtained temporary funding for a third postdoctoral residency program, most recently in the area of Women's Mental Health with a Focus on Trauma and Diversity. There are also two other postdoctoral residency positions available to psychology trainees at Sepulveda which are not housed under the Psychology Department. Both the positions are two years long and are 75% research/25% clinical positions – one is in the Women's Health Clinic, and the other is in the Geriatric Research Education and Clinical Center (GRECC). Thus, interns will have the opportunity to work closely with a variety of psychology trainees from different levels during the internship year.

TRAINING AIMS, MODEL, AND PROGRAM PHILOSOPHY:

The aim of the Sepulveda VA doctoral internship in health service psychology is to promote competencies necessary for postdoctoral or entry-level psychology positions in healthcare settings specializing in the assessment and treatment of patients with behavioral and mental health problems. For the **Neuropsychology Track** interns, there is an additional aim to provide special emphasis training in neuropsychology that prepares them to meet the requisite competencies necessary to advance to a neuropsychology postdoctoral residency program. We provide a broad range of training opportunities and offer close supervision and competency-based training in a highly collegial setting. Our goal is to provide each intern with a variety of training experiences in assessment, intervention, and consultation with a diverse selection of patients in medical and mental health settings.

The training in both the General and Neuropsychology Tracks is based on the practitioner-scholar model. The training model reflects our philosophy that psychological practice is based on the science of psychology which, in turn, is influenced by the professional practice of psychology. We expect that interns will acquire a broad range of clinical and consultation skills that are informed by the scientific literature. We emphasize training in Evidence-Based Therapy Modalities. Nearly all of our training supervisors are VA certified in one or more evidence-based practice modalities. Training opportunities exist in the following areas: Acceptance and Commitment Therapy (ACT); Biofeedback; Brief Behavioral Treatment for Insomnia (BBTi); Cognitive Behavioral Conjoint Therapy for PTSD (CBCT-PTSD); Cognitive Behavioral Therapy (CBT) for anxiety, chronic pain, depression, insomnia, and

substance use disorders; Cognitive Processing Therapy (CPT); Concurrent Treatment of PTSD and Substance Use Disorders Using Prolonged Exposure (COPE); Dialectical Behavior Therapy (DBT) skills; Exposure and Response Prevention (ERP); Imagery Rehearsal Therapy (IRT); Integrative Behavioral Couples Therapy (IBCT); Integrative Health and Healing modalities (IHH); Interpersonal Therapy (IPT); Matrix Model for Substance Use Disorders; Mindfulness Based Relapse Prevention (MBRP); Mindfulness Based Stress Reduction (MBSR) and other Mindfulness approaches; Motivational Interviewing (MI); Problem Solving Therapy for Primary Care; Prolonged Exposure (PE); Reminiscence Therapy; Skills Training in Affective and Interpersonal Regulation (STAIR), among others.

The VA system continually disseminates trainings on cutting-edge EBPs based on the current scientific literature. Our training supervisors are highly motivated to seek additional training in newer modalities and pass this training onto their supervisees. Supervisors are also highly skilled in providing training in these methods with a multicultural lens, assisting trainees in adapting and modifying EBPs for diverse clients based on clients' cultural factors and values.

Internship Competencies:

The APA Commission on Accreditation requires that all trainees in APA accredited programs develop specific competencies as part of their preparation for practice in health service psychology. Interns must demonstrate increasing competence in the following nine profession-wide competencies over the course of the year. The broad range of clinical and demographic diversity in our training setting provides an exceptional environment for developing these competencies.

1. Research – interns will demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.
2. Ethical and legal standards – interns will demonstrate knowledge of and act in accordance with each of the following: (i) the current version of the APA Ethical Principles of Psychologists and Code of Conduct; (ii) Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and (iii) relevant professional standards and guidelines. Interns will recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. Interns will conduct themselves in an ethical manner in all professional activities.
3. Individual and cultural diversity – interns will demonstrate understanding of how their own personal/cultural history, attitudes, and biases may affect their understanding and interaction with different people. Interns will demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Interns will integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). Interns will apply a framework for working effectively with areas of individual and cultural diversity not previously encountered. Interns will learn to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. They will demonstrate the ability to independently apply their knowledge and demonstrate effectiveness in working with the range of diverse individuals and groups encountered during residency, tailored to the learning needs and opportunities consistent with the program's aim(s).

4. Professional values and attitudes – interns will behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. They will engage in self-reflection regarding their personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. Interns will be encouraged to actively seek and demonstrate openness and responsiveness to feedback and supervision. They will be expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
5. Communication and interpersonal skills – interns will develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. They will produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Interns will demonstrate effective interpersonal skills and the ability to manage difficult communication well
6. Assessment – interns will select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. They will interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. Interns will communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
7. Intervention – Interns will establish and maintain effective relationships with the recipients of psychological services. They will develop evidence-based intervention plans specific to the service delivery goals. They will implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Interns will demonstrate the ability to apply the relevant research literature to clinical decision making. They will be expected to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. Interns will evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
8. Supervision – interns will apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.
9. Consultation and interprofessional/interdisciplinary skills – interns will demonstrate knowledge and respect for the roles and perspectives of other professions. They will apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Interns are formally evaluated on these nine areas of competence at the mid-year and end-of-year points for the year-long mini rotations, at the end of each 6-month mini rotation, and at the end of each major rotation, on a trimester basis. In addition to these general competencies, each rotation has specific goals and requirements, which will be communicated at the outset of the training experience.

PROGRAM STRUCTURE AT A GLANCE

Our internship program offers 6 fully-funded, full-time internship positions for the 2022-2023 Academic Year; 5 positions are in the **General Track**, and 1 position is in the **Neuropsychology Track** (though we are hoping to obtain temporary funding for a second position). All schedules are designed to be 40 hours per week. The following descriptions are brief summaries of the schedule. Detailed information regarding rotations and didactics appear later in this brochure.

General Track Program Structure

For the **General Track** interns, the program will include: three major rotations on a trimester basis (**24 hours/week**), 1-3 year-long or half-year mini rotations (**12 hours/week**), didactic training (**2-2.5 hours/week**), and elective involvement in Diversity, Equity, and Inclusion (DEI) activities (**2 hours/week**).

MAJOR ROTATIONS:

The general internship consists of three major clinical rotations, which require a time commitment of **24 hours per week** for about four months each; this includes patient encounters, 2 hours of supervision, team meetings, as well as administrative time. For each rotation, interns are assigned a primary supervisor who will be working in that same setting. Currently, five major rotations are offered:

1. Addictive Behaviors Clinic (ABC)
2. Health Psychology: Behavioral Medicine (Health)
3. Mental Health Clinic (MHC)
4. Primary Care Mental Health Integration (PCMHI)
5. Women's Health Clinic (WHC)

MINI ROTATIONS:

The general internship consists of a combination of year-long and half-year mini rotations with a time commitment of **12 hours/week** (these mini rotations include patient encounters, didactics, supervision, and administrative time). Currently, five mini rotations are offered, and interns can select anywhere from one to three of these:

1. Acceptance and Commitment (ACT) Clinic - 6 months or 12 months (6 hours/week)
2. Couples Clinic - 12 months (6 hours/week)
3. Insomnia Clinic - 6 months or 12 months (6 hours/week)
4. Neuropsychology Clinic -12 months (**12 hours/week**; if chosen, no other mini rotations can be selected)
5. Trauma Recovery Services, 12 months (6 hours/week)

DIDACTICS:

Interns will spend **2 to 2.5 hours/week** in formal didactics.

1. Clinical Supervision Seminar (1 hour/month)
2. Clinical Research Seminar (1 hour/month)
3. Diversity, Equity, and Inclusion Seminar (1.5 hours twice per month)
4. Psychology Training Seminar (1 hour/week)

Neuropsychology Track Program Structure

For the **Neuropsychology Track** intern(s), the program will include four major clinical placements, equaling approximately **28 hours/week** that are consistent throughout the year; these include the Neuropsychology Clinic, Memory Clinic, Veteran's Cognitive Assessment and Management Program (V-CAMP), and Geriatrics placement (detailed information regarding Neuropsychology Track rotations appear later in the brochure). Each placement includes patient encounters, supervision, and administrative/writing time. The intern(s) will alternate weeks in the Memory Clinic and in V-CAMP conducting two evaluations per month in each of those clinics. The Neuropsychology Track Intern(s) will also participate in didactics (**4-5 hours/week**) and be offered elective involvement in Diversity, Equity, and Inclusion (DEI) activities (**2 hours/week**). There may also be opportunities to provide supervision to junior neuropsychology trainees involved in our practicum program.

YEAR-LONG ROTATIONS:

Interns in the Neuropsychology Track will be participating in these four clinics throughout the year for (**28 hours/week**). This includes patient encounters, 4 hours of supervision, and time for scoring, documentation, and report writing.

1. Neuropsychology Clinic – 1 case per week (12 hours/week)
2. Memory Clinic – 2 cases per month + 1 weekly Memory group (10 hours/week, alternating weeks)
3. V-CAMP – 2 cases per month (10 hours/week, alternating weeks)
4. Geriatrics – Community Living Center/Adult Day Healthcare Program (6 hours/week)

DIDACTICS:

Interns will spend **4-5 hours/week** in formal didactics.

1. Clinical Supervision Seminar (1 hour/month)
2. Clinical Research Seminar (1 hour/month)
3. Diversity, Equity, and Inclusion Seminar (1.5 hours twice per month)
4. Psychology Training Seminar (1 hour/week)
5. Neuropsychology Didactic (1 hour/week)
6. UCLA Neurobehavior Didactic (1 hour/week)

Additional Experiences For Both General and Neuropsychology Tracks:

ADDITIONAL DIDACTICS:

In addition to program-sponsored didactics listed above, there are numerous educational opportunities at the Sepulveda VA. There are didactics that are part of the mini-rotations (described later) as well as weekly colloquia in Geropsychology and Geriatrics, Grand Rounds in Medicine, UCLA Grand Rounds, and several full-day workshops offered for GLA psychologists and trainees.

PRESENTATIONS:

During the year, each intern will have the opportunity to provide a formal case presentation on a therapy or assessment case in a colloquium format for the psychology department. There are many other opportunities for interns to provide formal presentations to the psychology department or other service providers within the context of their clinical placements.

DIVERSITY, EQUITY, AND INCLUSION (DEI) ACTIVITIES

All interns are allotted two hours/week in which they can choose to work on activities related to DEI efforts. The Greater Los Angeles VA Healthcare System has a robust DEI Committee whose purpose is: *“to create a willing community of fellow staff members and trainees to learn from one another’s life experiences, to advocate for inclusion, to celebrate all cultures and identities, and to promote equity in access to opportunity. We strive to extend these values to the services and care we offer to Veterans.”* Within the DEI Committee, trainees can get involved in any one of three sub-committees related to Hiring, Staff Development, and Training.

- The Hiring Subcommittee prioritizes the expansion of diversity, equity, and inclusion among GLA Psychology staff. Efforts include finding ways to increase/improve advertisement of positions, connecting with academic institutions, and enhancing selection procedures to enhance diverse representation on staff as well as providing mentorship to new staff.
- The Staff Development Subcommittee focuses on dissemination of resources, and consultative services to staff. The subcommittee aims to increase staff members’ knowledge, awareness, and application of diversity, equity, and inclusion principles. The subcommittee hosts several forums including monthly Lunch and Learns, a DEI Book Club, and dissemination of diversity highlights.
- The Training Subcommittee aims to integrate diversity, equity, and inclusion across the span of GLA training programs for trainees, supervisors, and other committee initiatives. This is done through mentorship, consultation, education, focus groups, recruitment of culturally diverse applicants, and provision of multiculturally competent supervision. This committee aims to enhance diversity trainings offered to all GLA psychology trainees.

SCHEDULE DEVELOPMENT

Staff at the Sepulveda VA believe in and respect the individuality of interns, honoring the diversity of their personal and professional background, skills, and interests. We recognize and appreciate the individual nature of their aspirations. The internship itself is structured to allow flexibility and to facilitate individualized training experiences. Sepulveda's goal is to provide a successful and rewarding internship experience for all of our interns. The staff is highly committed to training, and we work to tailor the internship to meet each intern's individual interests, needs, and goals. Prior to internship, the Director of Training sends the incoming interns a survey that assesses internship goals, long-term career

plans, gaps in training, and asks general track interns to rank all of the major and mini rotations. Intern preferences and areas of specialization are strongly considered when determining these rotation schedules. Please note that while the Training Committee will do their best to accommodate intern preferences, no specific supervisor or training experience is guaranteed.

SUPERVISION:

Interns will have a number of different supervisors at any one time, but the **General Track** interns will have three primary supervisors throughout the year, which is dictated by which rotation they are on. The **Neuropsychology Track** intern will have one primary supervisor throughout the year who is Board Certified in Clinical Neuropsychology. All interns will receive a minimum of four hours of supervision per week, at least two hours of which includes individual face-to-face supervision, one with the primary supervisor and the other with delegated supervisors. At least two hours per week will include group supervision with primary/delegated supervisors. The program employs a developmental model of training; there is more intensive supervision at the outset of the internship and at the beginning of each new rotation, with the goal of increasing the interns' independence and ability to manage increasingly complex situations as their knowledge and skills develop. Supervision takes place through a number of different modalities, including co-therapy, direct observation, audiotape review, case presentations, role plays/response to vignettes, review of written work, review of test data, observations in interdisciplinary team meetings, and feedback from other staff members. Interns have the opportunity to observe supervisors providing services in many settings, especially at the outset of the rotation, and frequently serve as co-facilitators for group interventions.

SUPERVISION OF JUNIOR TRAINEES:

- For the **General Track** interns, while there are no opportunities to provide formal supervision to practicum students, there are many opportunities for professional interactions (e.g., co-facilitating groups, participating in team meetings) and for the interns to serve in informal mentorship roles.
- For the **Neuropsychology Track** intern, there may be opportunities to supervise a practicum student in terms of reviewing test administration, scoring, norm selection, interpretation, and report writing.

EVALUATION:

Interns are asked to complete a self assessment at the beginning of the training year and again at the midpoint; this is done to promote self reflection, to identify gaps in training, and to develop goals and a plan for the internship year. The Internship Program encourages ongoing feedback among interns, supervisors, and the Training Committee. Staff members review interns' progress at monthly staff meetings. Supervisors and interns complete formal, written, competency-based evaluations at the mid-point and end-point of the year-long mini rotations and at the end of each major rotation and six-month mini rotation with the expectation that feedback is an ongoing process throughout the year. These evaluations encourage communication, identify strengths and weaknesses, and set goals for training. Interns are required to complete evaluations of their supervisors, the rotations, and the didactics. The Training Program also solicits feedback from interns on programmatic issues informally throughout the year. Interns are scheduled to meet with the Director of Training on a monthly basis to discuss any problems, concerns, or suggestions for program improvement. Interns complete a formal, anonymous program evaluation and an exit interview with the Director of Training at the completion of the year.

COVID-19 RESPONSE AND ADAPTATIONS:

Due to the COVID-19 pandemic, the training program successfully transitioned all Psychology Trainees to full-time telework while maintaining almost all training activities without significant disruption. Specifically, all trainees used telehealth modalities for individual, couples, and group therapy, as well as cognitive assessment activities. Trainees attended and participated in didactics and supervision via virtual video platforms; they benefited from live, direct observation of clinical care by supervising psychologists. The health and safety of our Psychology Trainees, along with the competent care of our nation's Veterans, is of utmost importance to us. We will continue to provide high-quality training in professional psychology while simultaneously keeping our trainees' health and wellness at the forefront.

REQUIREMENTS FOR COMPLETION

In order to maintain good standing in the program, interns must:

1. Abide by the APA Ethical Principles and Code of Conduct and all VA policies, rules, and regulations
2. Obtain ratings of 3 ("requires close supervision on advanced tasks") or higher on 80% of items in each of the nine core competency areas, with no serious ethical violations at the mid-point of the year.
3. Meet all administrative requirements

Criteria for Successful completion of internship:

1. Completion of 2080 hours of supervised professional experience, to be completed in one year of full-time training
2. It is required that a minimum of 25% of the intern's worked hours be in direct patient care (10 hours of face-to-face care in a 40 hour/week)
3. Satisfactory performance in all nine clinical competency areas. It is expected that as interns gain in knowledge and skill during the internship year, they will be able to carry out more advanced tasks with greater independence. Successful completion of internship is determined by ratings of '4' ("Ready for Entry-Level Practice") or higher on 100% of items in all nine clinical competency areas, with no areas requiring remediation and no serious ethical violations.
4. Didactic Training. Interns are required to attend required Psychology Seminars and Psychology Department workshops. In addition, interns must attend educational activities required on their rotations.

MAJOR ROTATIONS FOR THE GENERAL TRACK

Each General Track intern completes three rotations over the internship year. There are five rotations, and it is expected that all five are filled each trimester (rotations cannot accommodate more than one intern at a time). Time commitments for rotation-related clinical activities are **24 hours per week**.

ADDICTIVE BEHAVIORS CLINIC

The Addictive Behaviors Clinic (ABC) offers an Intensive Outpatient Program (IOP) to male and female Veterans, ages 20 to 80, who misuse alcohol, heroin, cocaine, amphetamines, and/or other substances. Most patients have comorbid psychological problems, especially comorbid Posttraumatic Stress Disorder (PTSD). Patients in the IOP are required to commit to a minimum of 14 weeks of 3 days/week treatment and many continue in aftercare treatment for a year or longer. Therapeutic interventions are recovery oriented and include evidence-based treatment of early recovery and relapse prevention skills through the Matrix model of treatment, as well as DBT skills-based emotions management groups and CBT skills-based groups. Veterans develop a network of community and support through this program.

Interns on this rotation participate as junior colleagues. Within the IOP, they lead psychoeducation groups, small and large therapy groups, administer and interpret self-report measures, and conduct individual psychotherapy while working within an interprofessional team to make both administrative and treatment decisions. Interns are encouraged to teach and to model adaptive behaviors, including self-awareness, boundary management, and accurate empathy. In addition to the IOP, trainees may also participate in harm reduction-based groups, which allow for contrast from the abstinence-based component of training, giving the trainee a chance to learn how to match treatment approaches with patient needs.

Individual therapy will include time-limited, evidence-based interventions for substance use disorders including Cognitive Behavioral Therapy (CBT) for Substance Use Disorders (CBT-SUD) and other mental health conditions (e.g., CBT-Depression), mindfulness- and acceptance-based methods, and Dialectical Behavior Therapy (DBT) skills, among others. Interns will also have the opportunity to deliver evidence-based interventions for trauma and PTSD through ABC, including Concurrent Treatment of PTSD and SUDs using Prolonged Exposure (COPE) and Cognitive Processing Therapy (CPT) with additional relapse prevention skills. Individual therapy in ABC may also include support and assistance around Veterans' interactions with the justice system and other life stressors.

The treatment team is drawn from various disciplines, including nursing, recreation therapy, psychiatry, social work, and psychology. Learning to coordinate interdisciplinary care is an important focus of training on the rotation. Trainees are encouraged to develop and to model effective staff interactions, which patients can utilize to improve their own peer relationships. Interns on the ABC rotation may facilitate the following groups:

Matrix Model Groups

- The Matrix Model is an evidence-based group treatment that focuses on early recovery and relapse prevention skills with the use of cognitive behavioral, motivational enhancement, psychoeducation, and 12-step facilitation techniques. Veterans attend three days per week, and this is the foundation of the IOP.

Aftercare Group

- This is an ongoing group for Veterans who have completed the IOP, to provide extended support for Veterans in longer-term sobriety. While this group is more supportive in nature, topics are typically informed by Matrix topics.

Emotions Management Group

- This group is based on Dialectical Behavior Therapy (DBT) Skills Training (Linehan, 2014). Group content will focus on core mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance skill building. The group has been modified to be ongoing and open.

Mindfulness-Based Relapse Prevention Group

- This group is based on the Mindfulness-Based Relapse Prevention for Addictive Behaviors (Bowen, et al., 2011) protocol, modified to be an ongoing and open group in IOP. This group integrates mindfulness meditation practices with traditional relapse prevention skills.

The following group is optional pending intern interest:

Healthy Habits Group

- This group is based on the Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual (Velasquez, et al., 2001) protocol and CBT for Substance Use Disorders Among Veterans (DeMarce, et al., 2014), modified to be an open drop-in group. This group offers strategies based on the transtheoretical model of behavior change for Veterans who are thinking about reducing or modifying their current use of substances.

The goals of psychology training on the rotation are to:

1. Understand and implement the techniques of abstinence-based, relapse-prevention and harm-reduction approaches to treat substance use disorders.
2. Competently obtain substance use histories while assessing co-morbidities.
3. Comprehend issues and treatment strategies for dual-diagnosis patients with special emphasis on PTSD.
4. Improve individual and group therapy skills.
5. Understand the role of consistency and modeling in team cohesion and with patients.

ADAPTATIONS TO ROTATION ACTIVITIES DURING THE COVID-19 PANDEMIC:

- Due to the COVID-19 pandemic, in-person intakes, individual therapy and group therapy were suspended to assure the safety of Veterans and staff. As such, ABC moved to the use of both VA Video Connect (VVC), a secure web-based video platform, and telephone to perform intakes and to deliver individual and group therapy.
- If social distancing protocols due to the COVID-19 pandemic are still in place at the time of training, all interaction with Veterans, as well as the treatment team meetings, will continue via these virtual formats. In these virtual formats, fewer groups may be offered to Veterans, which may result in an increase in individual therapy patients to ensure adequate clinical experiences.

Clinical Supervisors:

Melissa Lewis, Ph.D. (Primary Supervisor)

HEALTH PSYCHOLOGY: BEHAVIORAL MEDICINE

The Health Psychology: Behavioral Medicine rotation aims to introduce trainees to the foundational competencies expected in the doctoral-level health psychologist. This includes developing skills in the assessment of psychological concerns related to the interplay between physical and mental health, developing expertise in the implementation of empirically-supported brief interventions, and developing the professional acumen necessary for working within interprofessional teams. The goal of this rotation is to provide the intern with the skill and experience in consultation, assessment, intervention, and education via direct experience with Veterans suffering from acute and chronic medical illnesses. Interns serve as collaborative members of interprofessional teams in which psychological skills and mind-body medicine are valued.

The clinical settings of the health psychologist are diverse; however, the competencies are similar across settings. These competencies include assessment strategies for individuals and systems, education, brief empirically-based interventions, evaluation of behavioral risk factors, consideration of the biopsychosocial factors that impact adherence to treatment, and consultation with patients, their family members and/or other providers on interprofessional teams. The health psychologist provides a variety of psychological interventions, such as group and brief individual psychotherapy, stress management, education and health-promotion activities, and support groups with a strong focus on evidence-based treatments. The health psychology rotation supervision team works closely with interns to provide the observation, modeling, and supervision required to develop competency in health psychology assessment and intervention skills.

Specific elements of the health psychology rotation include:

Health Psychology Journal Club

- Interns participate in a once-monthly journal club, where they have the opportunity to discuss relevant articles with Health Psychology staff, postdoctoral residents, and interns from all over GLA.

Bariatric Surgery Evaluations

- Interns serve as consultants to the bariatric surgery team, conducting a two-hour structured clinical interview, administering and scoring standardized measures, and writing a brief report with recommendations. The intern conducts a brief feedback session with the Veteran, usually by phone, and occasionally interns provide time-limited psychotherapy to support Veterans in their weight loss efforts, either pre- or post-surgery.

Biofeedback

- Individual psychotherapy caseloads can include Biofeedback in which the following can be measured: breath pace (respiration), muscle activity (Electromyography), heart rate and heart rate variability (HR and HRV), peripheral finger temperature (thermistor), and galvanic skin response (GSR). Interns will learn how to use and interpret the measurements and how to teach Veterans skills for modulating the processes being measured.

Coping with Chronic Pain Group

- Interns will co-facilitate this 6-week group with a supervisor. Interns will provide psychoeducation about the biopsychosocial model and factors that affect chronic pain. Interns

will train patients to use pain management strategies using techniques from both CBT and ACT approaches.

Mindfulness Based Stress Reduction (MBSR) - elective within this rotation only during the first and third trimesters

- GLA is a national Center for an Innovation program, which has funded the creation of a Center for Integrative Medicine and Healing. This pioneering program is introducing Mindfulness Based Stress Reduction (MBSR). Interns may choose to participate in the facilitation of this 8-week MBSR group with a certified trainer.
- *For trainees who are not able to engage in the MBSR elective, there is the option to facilitate other mindfulness-based groups, and to incorporate mindfulness into their individual treatment plans.*

Progressive Tinnitus Management Program – elective

- Tinnitus research at the VA National Center for Rehabilitative Auditory Research (NCRAR) has led to the development of an interdisciplinary Progressive Tinnitus Management (PTM) program. Audiologists and Mental Health providers work together to deliver portions of the protocol. The psychology intern will work directly with the Audiologists to provide psychoeducation and management skills to patients presenting with tinnitus.

Time-Limited Individual Psychotherapy

- Interns will provide time-limited psychotherapy to Veterans with comorbid physical and mental health problems and to implement various evidence-based approaches and interventions. Patients present with a range of medical diagnoses and both preexisting and newly diagnosed mental health issues. Cognitive Behavioral Therapy for Chronic Pain, a VA EBP, is one therapeutic approach that is emphasized on this rotation. Cognitive Behavioral Therapy for Insomnia is also a common need.

ADAPTATIONS TO ROTATION ACTIVITIES DURING THE COVID-19 PANDEMIC:

- Group and individual psychotherapy: Activities transferred to telehealth modalities. Content of sessions was flexibly adapted in response to the medical and mental health concerns patients reported experiencing in response to the pandemic, particularly for those patients who had pre-existing medical conditions.
- Biofeedback: Full Biofeedback protocols were not possible over telehealth, so supervisors and trainees explored creative ways to provide more biofeedback experiences while adhering to social distancing guidelines.
- Individual Tele-Psychotherapy with Medical Inpatients related to COVID 19: The supervisor and interns on this rotation were part of a small group of health psychologists from around GLA who responded to consults from the inpatient medical teams, especially those who were treating patients with COVID-19. This activity provided the opportunity to function as a health psychologist with inpatients, to serve as a consultant to the inpatient medical team, and to coordinate care with mental health providers from the larger GLA system.

- If social distancing protocols due to the COVID-19 pandemic are still in place at the time of training interactions with Veterans will continue via these virtual formats. If COVID-19 pandemic protocols are lifted, we will have a mix of in-person and virtual services, as virtual care is often preferred in the context of medical comorbidities, chronic pain, distance, and scheduling complications with multiple medical appointments.

Clinical Supervisors:

Sarah Duman Serrano, Ph.D., BCB (Primary Supervisor)

Kaddy Revolorio, Psy.D. (Coping with Chronic Pain Group Supervisor)

J. Greg Serpa, Ph.D. (MBSR Supervisor)

Austin Grinberg, Ph.D. (Tinnitus Group Supervisor)

MENTAL HEALTH CLINIC (MHC)

The **Mental Health Clinic (MHC)** is an interprofessional clinic designed to serve the mental health needs of Veterans. Disciplines include primarily psychiatry, psychology, social work, and nursing. In this training setting, interns will work with Veterans presenting with a variety of different diagnoses. Referrals come from psychiatry and social work within the MHC, Primary Care Mental Health Integration providers, treatment providers outside of mental health, and from other VA systems. Intern activities include functioning within the context of an interprofessional team to conduct weekly initial assessments and provide individual and group psychotherapy to a wide range of patients. Interns may also engage in patient triage/crisis intervention with walk-ins/open access appointments, which would include risk evaluation and treatment planning (e.g. hospitalization, connecting with psychiatry).

Patients present with a range of preexisting and newly diagnosed mental health issues, including depression, anxiety disorders (e.g. GAD, Panic Disorder, Social Anxiety Disorder, Agoraphobia), OCD, psychotic disorders, substance use, and personality issues, among others. Interns will provide time-limited individual and group psychotherapy using various evidence-based approaches and interventions, including Cognitive Behavioral Therapy (CBT), Interpersonal Psychotherapy (IPT) for Depression, Exposure and Response Prevention (ERP) modalities, Acceptance and Commitment Therapy (ACT), among others. Treatment is individualized to assist Veterans in achieving their personal goals in the community.

Specific components of the Mental Health Clinic Rotation include:

Anger Management

- This is a 16-week, evidence-based, present-focused approach to psychotherapy that helps patients learn to communicate their anger in a clear and direct way that is not destructive or aggressive. The focus is on issues participants are dealing with in the present, and they will learn anger management techniques with the goal of developing self-control over their actions.

CBT for Anxiety

- This is a 12-week, evidence-based, present-focused approach to psychotherapy that helps patients learn/acquire skills for managing and coping with anxiety. Topics covered include components of fear and anxiety, breathing practices, identification of triggers and anxiety, effects of avoidance, unhelpful thinking patterns that maintain anxiety, safety signals, and exposures. The group introduces Veterans to interoceptive exposures to physical symptoms, Exposure and Response Prevention (ERP) approaches, and personalized exposure hierarchies.

Managing Behavior and Affect (MBA) Group

- This 24-week group is based on Dialectical Behavior Skills Training (Linehan, 2014). Group content will focus on core mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance skill building.

The following groups are optional pending intern interest:

ACT Group

- This is a four-week, transdiagnostic group designed to encourage values-driven and goal-oriented behavior. Interventions include mindfulness practices and other acceptance-based and

experiential exercises. The focus of this group is to help patients build a better life based on their values, with the main goals of helping them: 1) accept what is out of their personal control; 2) clarify what is truly important and meaningful to them, and 3) commit to taking actions that enrich their lives. Patients are seen for a range of clinical presentations that include depression, anxiety, trauma/PTSD, loss of direction, difficulty moving forward in life, and/or personality features. Interns will learn how to conduct in-the-moment functional analysis and apply relevant core processes of ACT.

LGBTQIA+ Group

- This is a support group for Veterans to discuss concerns related to gender identity and/or sexual orientation. Topics are based on interest and may include: exploring identity; coming-out challenges; shame, trust and relationships; dealing with harassment, oppression, or discrimination; spirituality; dating; family and societal expectations; intersectional identities (e.g. race, culture) or life in general. The group is designed to run as a process group informed by Yalom group psychotherapy techniques. The intern will have an opportunity to co-facilitate this group which will provide exposure to running a non-manualized group.

ADAPTATIONS TO ROTATION ACTIVITIES DURING THE COVID-19 PANDEMIC:

- Group and individual psychotherapy: Activities transferred to telehealth modalities. Content of sessions were adapted in response to the medical and mental health concerns patients reported experiencing in response to the pandemic.

Clinical Supervisors:

Carissa Klevens-Thomas, Ph.D. (Primary Supervisor)

Joy Y. Lin, Psy.D.

PRIMARY CARE MENTAL HEALTH INTEGRATION

In this rotation, interns will engage in co-located collaborative care on an interdisciplinary primary care team. They will provide brief (30-minute) functional assessments to patients with a wide variety of presenting problems who may be experiencing their first contact with mental health services or who may be re-establishing care. Interns will have the chance to conduct intake interviews, generate joint treatment plans with psychiatrists, primary care providers, and other healthcare professionals, and perform “curb side” consults, as appropriate. Interns will actively engage in patient triage, determining whether patients should be seen in primary care or referred for more extensive treatment through specialty mental health services. If additional treatment is warranted, the intern will make the appropriate referral(s). Within primary care, the intern will deliver brief treatments to patients with mild to moderate psychopathology. Treatments delivered in PCMH may target anxiety, depression, insomnia, history of trauma, adjustment disorders, chronic pain, and psychological factors related to chronic medical conditions. Additionally, interns may engage in diagnostic clarification and treatment planning to aid in making appropriate referrals to specialty mental health.

Patients seen in the PCMH clinic are treated on a brief basis (4-6, 30-minute sessions) using a variety of evidence-based treatment approaches, which can include skills-based interventions, Acceptance and Commitment Therapy (ACT), Biofeedback, Cognitive Behavioral Therapy (CBT), Cognitive Behavioral Therapy for Insomnia (CBT-I), Mindfulness-based psychotherapy, Motivational Interviewing (MI), and Problem-Solving Therapy for Primary Care.

Activities for the intern participating in this rotation will involve multiple weekly intakes, brief individual psychotherapy, group psychotherapy, and walk-in evaluations, as appropriate.

The intern will have the opportunity to co-facilitate the following groups:

Introduction to Relaxation

- This transdiagnostic group educates patients on the physiological effects of unmanaged stress and helps them to build skills in a variety of evidence-based mind-body approaches. This can be effective in reducing subjective stress, depression, anxiety, physical pain, hypertension, insomnia, etc. Patients begin with the introductory group and are then offered their choice of weekly continuing practice yoga or meditation groups for skills enhancement. There is a new cycle every 4 weeks in order to provide prompt access to services.

MOVE – Weight Management for Veterans

- This national, evidence-based program fully integrates psychology into a multidisciplinary team of medical providers, dieticians, and health educators treating obesity. Interns provide individual and group interventions incorporating motivational enhancement strategies and relevant psychoeducation.

ADAPTATIONS TO ROTATION ACTIVITIES DURING THE COVID-19 PANDEMIC:

- All training activities were transferred to telehealth modalities. Functional assessments, brief interventions and group psychotherapy sessions were completed by telephone or VVC. Since most of the patients in primary care clinics were currently being seen remotely, many of our

same-day handoffs occurred via telephone or VVC as well. In instances when patients presented to the clinic in-person, all efforts were made for them to be seen from a separate office via VVC, unless otherwise indicated.

- While it was sometimes necessary for PCMHI staff members to see patients face-to-face while supporting primary care providers during urgent or emergent situations, trainees were exempt from such activities until it was deemed appropriate for trainees to return to face-to-face patient care by the training program at large.

Clinical Supervisors:

Sarah Duman Serrano, Ph.D., BCB (Intro to Relaxation Supervisor)

Austin Grinberg, Ph.D.

Kaddy Revolorio, Psy.D. (Primary Supervisor)

WOMEN'S HEALTH CLINIC (WHC)

The Women's Health Clinic (WHC) at the Sepulveda VA is a comprehensive women's health care center that provides primary and specialty (e.g., OB/GYN) care, as well as psychiatry, psychology, and social work services. The Women Veteran population seen in the WHC is diverse in terms of age, race, ethnicity, and sexual orientation. Women Veterans present for mental health treatment with a range of psychiatric diagnoses such as mood disorders, anxiety disorders, substance use disorders, and personality disorders. A subset of women Veterans presents with combat-related trauma, military sexual trauma (MST), and other non-military-related trauma (e.g., childhood abuse). Many of the women Veterans seen in the WHC have served in recent combat zones. Common medical diagnoses include musculoskeletal disorders, including chronic pain, heart disease, and diabetes. Many women also present either during or post-pregnancy for mental health services. Interns have the opportunity to provide services with a focus on evidence-based treatments for PTSD, Dialectical Behavior Therapy, and issues specifically related to female Veterans in the context of an interprofessional team and work closely with providers from multiple disciplines.

Interns on the WHC rotation will conduct weekly comprehensive mental health initial assessments which are designed to increase their diagnostic and interviewing skills as well as build strong treatment-planning abilities. Interns will also provide individual psychotherapy to female veterans using evidence-based interventions such as Cognitive-Behavioral Therapy (CBT), Cognitive Processing Therapy (CPT), Prolonged Exposure (PE) Therapy, and Dialectical Behavior Therapy (DBT). The intern will receive live (via video) observation of two trauma cases. Interns in the WHC will also participate in the DBT Consultation Team and Women's Mental Health Team. In addition, the intern will co-facilitate the following female-only groups:

DBT Skills Group

- This group is based on Dialectical Behavior Therapy (DBT) Skills Training (Linehan, 2014). Group content focuses on core mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance skill building. Interns will co-facilitate this 17-week group with the Women's Health Clinic Postdoctoral Fellow or Psychologist.

PTSD 101- Psychoeducational Group

- PTSD 101 is a 6-week psychoeducational and skills building group designed for those who are entering trauma treatment. Veterans will learn to better understand their diagnosis and learn skills to help manage symptoms of PTSD. Interns will co-facilitate this group with a Women's Health Clinic Psychologist.

The following groups are also run within the Women's Health Clinic and may be available pending intern interest and availability:

Lesbian, Bisexual, Queer Women's Group

- This group is an ongoing process group for women who identify as LBQ. The group is designed to run as a process group informed by Yalom group psychotherapy techniques. The group provides a space for women to discuss their unique experiences as queer veterans of intersecting identities within a social political context. The intern will have an opportunity to co-facilitate this group with a WHC psychologist which will provide exposure to running a non-manualized group.

Race Based Trauma Group

- This is a group for veteran women of color who have been impacted by racism. This 9 to 12-week manualized treatment is rooted in Racial Identity Theory, Feminist Theory, Mindfulness and Acceptance and Commitment Therapy. The aim of the group is to guide participants with use of experiential exercises to explore internalized and externalized racialized messages of self and their impact on current functioning. Using mindfulness and ACT interventions, women find empowerment in living their values while navigating racist environments. If interested, the intern may have an opportunity to co-facilitate this group with a WHC psychologist.

There is the possibility of participating in other groups within the WHC depending on each intern's areas of interest. In addition, interns may have the opportunity to start other psychotherapy groups that are appropriate for the treatment needs of women Veterans and that are of interest to them. Interns will attend the monthly Women's Health Interprofessional Staff Meeting. In addition, interns will receive individual supervision as well as participate in a weekly DBT Consultation group with psychology staff and trainees.

ADAPTATIONS TO ROTATION ACTIVITIES DURING THE COVID-19 PANDEMIC:

- All group and individual psychotherapy activities continued to run, but were transferred to telehealth modalities (video and telephone).

Clinical Supervisors:

Marissa Burgoyne, Psy.D. (Primary Supervisor)

Gwen Carlson, Ph.D. (DBT Supervisor)

Grace Rosales, Ph.D.

MINI ROTATIONS FOR THE GENERAL TRACK

As noted, **General Track** interns are allotted **12** hours per week to engage in half-year or full-year mini rotations. Configurations range from 1 to 3 mini rotations per year. Thus, interns can either select 1 mini rotation for the whole year in Neuropsychology Clinic (12 hours/week), 2 full-year mini rotations, or 3 mini rotations: 1 full-year and 2 half-year.

ACT CLINIC (6 hours/week) - HALF-YEAR OR FULL-YEAR MINI ROTATION

ACT is a transdiagnostic third-wave cognitive-behavioral treatment that addresses human pain and suffering; patients are encouraged to accept thoughts and feelings, choose valued directions, and take action. Interns will attend didactics and experiential training in ACT at the outset of the training activity. After the completion of the training, interns will work with a range of clinical applications and implement ACT for 2-3 clinical hours per week. Patients will be scheduled during the seminar time, and, as time permits, the supervisor will provide direct observation. Supervision will be conducted in a group format and will incorporate the use of behaviorally-based feedback, ACT exercises, videos, and reading lists. Individual supervision is available upon request.

Clinical Supervisors:

Charles DeLeeuw, Ph.D.

COUPLES THERAPY (6 hours/week) – FULL YEAR MINI ROTATION

In this seminar, interns will learn to view couples as organizationally complex emotional systems in which members engage in repetitive transactions. Therapeutic interventions are directed at collaborating with couples as they, together, seek new solutions to previously unresolved conflicts. Interns will learn how to deliver Integrative Behavioral Couples Therapy (IBCT). A consultation room with a one-way mirror allows observers to view ongoing treatment as conducted by trainees or as demonstrated by the supervisor. Live supervision of trainees conducting therapy, co-therapy with supervisor and trainees, videotapes of master therapists, and continuous case conferences provide exposure to a variety of clinical situations and lead to enhanced clinical skills. Individual supervision is available to supplement group supervision. Aside from the initial session, patients will be scheduled outside of seminar time. It is expected that the intern will carry a case-load of 2-3 couples at a time. There will also be an opportunity to receive training in Couples Group Therapy as part of this mini-rotation.

Clinical Supervisor:

Falguni Chauhan, Ph.D.

INSOMNIA CLINIC (6 hours/week) - HALF-YEAR OR FULL-YEAR MINI ROTATION

Interns will be trained to deliver Cognitive Behavioral Therapy for Insomnia (CBT-I), Brief Behavioral therapy for Insomnia (BBT-I), Image Rehearsal Therapy, mindfulness-based approaches to treatment of Insomnia, and other behavioral treatments for sleep disorders and nightmares as providers in a specialty mental health clinic embedded within the Sepulveda VA sleep medicine clinic. Trainees and supervisors work closely with sleep medicine physicians and other healthcare providers to manage patients with multiple sleep-related difficulties. Interns will also have the opportunity to learn evidence-based treatment modalities targeting adherence to Continuous Positive Airway Pressure (CPAP) Therapy and work in tandem with psychiatry/sleep medicine to successfully titrate patients off of hypnotic medications. At the beginning of each mini rotation, interns electing to participate in the insomnia clinic

will be trained on the basic principles of CBT-I by Dr. Jennifer Martin, a nationally recognized subject matter expert in behavioral sleep medicine and a master trainer in the VA nationwide rollout of CBT-I. Each week, interns will complete one sleep-focused intake and 2-3 follow up sessions. In addition to weekly group supervision, interns will be offered live supervision during clinic using a medical precepting model of supervision.

Clinical Supervisors:

Austin Grinberg, Ph.D. (Primary)

Monica R. Kelly, Ph.D., DBSM

Jennifer Martin, Ph.D., FAASM, DBSM

Kaddy Revolorio, Psy.D.

NEUROPSYCHOLOGY CLINIC (12 hours/week) - FULL YEAR MINI ROTATION

The Neuropsychology Clinic provides neuropsychological consultation to all departments and services at the Sepulveda VA; it also serves all non-geriatric cases from northern Community Based Outpatient Clinics up to San Luis Obispo. The Neuropsychology Clinic receives, on average, over 100 testing requests per year; most consults come from Neurology, Primary Care, Geriatric Medicine, Polytrauma, Mental Health, and the Memory Clinic. Testing referrals are received for a diverse range of Veterans from a variety of eras. Ages of patients range from the 20s to 90s, and the patients present with a variety of issues. Interns will have the opportunity to work with patients who have a wide variety of neurologic issues. Common diagnoses include: Mild and Major Neurocognitive Disorders due to Alzheimer's Disease; Vascular Etiologies; Frontotemporal Lobar Degeneration, Behavioral and Language Variants; Parkinson's Disease; Parkinson's Plus/Multiple Systems Atrophy; Dementia with Lewy Bodies; Seizure Disorders; Multiple Sclerosis; Traumatic Brain Injuries; Alcohol-Related Etiologies; untreated Normal Pressure Hydrocephalus, among others. We occasionally receive consults for neurodevelopmental concerns such as Autism Spectrum Disorder, ADHD, and Learning Disabilities; Sepulveda VA is the only facility in GLA that completes those neurodevelopmental evaluations.

Interns will receive training in the hypothesis-testing/flexible battery approach to neuropsychological assessment and will be exposed to numerous neurocognitive and psychodiagnostic tests. The objectives of this training experience are varied, and include: enhancing interviewing skills; achieving autonomy with regard to test selection, administration, and scoring; improving interpretation and integration of information from multiple sources; refining differential diagnostic ability; strengthening report writing; independently creating individualized recommendations; refining ability to provide sensitive feedback regarding results to patients and families; coordinating care; and enhancing consultation skills with providers from different disciplines. The expectation is that the intern will complete one neuropsychological evaluation every other week in the allotted 12 hours in this clinic. If this mini rotation is selected, the intern cannot select any other mini rotations.

Clinical Supervisor

Alexis D. Kulick, Ph.D., ABPP

TRAUMA RECOVERY SERVICES (6 hours/week) - FULL YEAR MINI ROTATION

This year-long training experience offers specialized education and clinical training in evidence-based assessment and treatment of PTSD. Interns will attend a weekly, half-day clinic that includes seminars, discussions, training, application, live observation of therapy sessions and individual/group supervision focused on trauma treatment as recommended by the 2017 VA/DOD Clinical Practice Guidelines. Interns will also see up to two additional patients for trauma treatment outside of this dedicated clinic time. Seminars will involve discussions about the complex presentation of many of the Veterans being seen for trauma-related treatment. This will include exploration and consideration of the interplay between symptoms of PTSD and pain, substance use, sleep problems, and depression, as well as addressing diversity and multicultural factors in trauma-focused care. Interns will be given the opportunity to work with Veterans exposed to a range of traumas, including combat, sexual, and childhood. This rotation includes training in the assessment of PTSD through use of the Clinician Administered PTSD Scale – 5 (CAPS-5), in the treatment of PTSD with Cognitive Processing Therapy (CPT), Prolonged Exposure (PE), and Concurrent Treatment of PTSD and Substance Use Disorders Using Prolonged Exposure (COPE), and in effectively utilizing measurement-based care to help optimize treatment.

During the half-day clinic, interns will participate in the GLA-wide Trauma Psychology Seminar, which is a weekly virtual seminar attended by Trauma Recovery Services staff and trainees (pre-interns, interns and postdoctoral residents) across all of GLA who are interested in the assessment and treatment of PTSD. The seminar, which is led by a variety of guest speakers, focuses on increasing understanding of trauma/PTSD, reviewing evidence-based approaches for assessing and treating PTSD, examining both practice and theoretical issues in the treatment of PTSD, and discussing emerging new knowledge in the field of trauma psychology.

Clinical Supervisors:

Alex Barrad, Psy.D.

Rosy Benedicto, Ph.D., ABPP

Leela Farina, Ph.D.

Bobby Jakucs, Psy.D.

Shana Spangler, Psy.D.

MAJOR ROTATIONS FOR THE NEUROPSYCHOLOGY TRACK:

The Neuropsychology Track internship program closely adheres to the recommendations of the Houston Conference on Specialty Education and Training in Clinical Neuropsychology (https://scn40.org/wp-content/uploads/houston_conference.pdf). While there are no specific guidelines regarding percentage of neuropsychology-related activities on internship, interns in this track will devote at least 50% time to neuropsychological training.

The Neuropsychology Track Intern will participate in four major clinical placements that are consistent throughout the year, equaling about 28 hours/week; these include the Neuropsychology Clinic (12 hours/week), Memory Clinic on alternating weeks (10 hours/week), Veterans Cognitive Assessment and Management Program on alternating weeks (V-CAMP; 10 hours/week), and Geriatrics placement (6 hours/week). Each placement includes patient encounters, supervision, and administrative/writing time. The intern will be in the Neuropsychology and Geriatrics placement on a weekly basis and will alternate weeks in the Memory Clinic and in V-CAMP, conducting two evaluations in each clinic per month.

This program was uniquely developed to assist the intern in developing skills in assessment (neuropsychological evaluations, cognitive screens, capacity evaluations, mood/personality assessment); individual and group evidence-based psychotherapy; interprofessional collaboration; and recognition and competent management of ethical and legal issues unique to older Veterans and those with disabilities. Training focuses on the biopsychosocial and lifespan developmental perspectives that are important for understanding adult patients.

NEUROPSYCHOLOGY CLINIC:

The Neuropsychology Clinic provides neuropsychological consultation to all departments and services at the Sepulveda VA; it also serves all non-geriatric cases from northern Community Based Outpatient Clinics up to San Luis Obispo. The Neuropsychology Clinic receives, on average, over 100 testing requests per year; most consults come from Neurology, Primary Care, Geriatric Medicine, Polytrauma, Mental Health, and the Memory Clinic. Testing referrals are received for a diverse range of Veterans from a variety of eras. Ages of patients range from the 20s to 90s, and the patients present with a variety of issues. Interns will have the opportunity to work with patients who have a wide variety of neurologic issues. Common diagnoses include: Mild and Major Neurocognitive Disorders due to Alzheimer's Disease; Vascular Etiologies; Frontotemporal Lobar Degeneration, Behavioral and Language Variants; Parkinson's Disease; Parkinson's Plus/Multiple Systems Atrophy; Dementia with Lewy Bodies; Seizure Disorders; Multiple Sclerosis; Traumatic Brain Injuries; Alcohol-Related Etiologies; untreated Normal Pressure Hydrocephalus, among others. We occasionally receive consults for neurodevelopmental concerns such as Autism Spectrum Disorder, ADHD, and Learning Disabilities; Sepulveda VA is the only facility in GLA that completes those neurodevelopmental evaluations.

Interns will receive training in the hypothesis-testing/flexible battery approach to neuropsychological assessment and will be exposed to numerous neurocognitive and psychodiagnostic tests. The objectives of this training experience are varied, and include: enhancing interviewing skills; achieving autonomy with regard to test selection, administration, and scoring; improving interpretation and integration of information from multiple sources; refining differential diagnostic ability; strengthening report writing; independently creating individualized recommendations; refining ability to provide sensitive feedback regarding results to patients and families; coordinating care; and enhancing consultation skills with

providers from different disciplines. The expectation is that the intern will complete one neuropsychological evaluation per week in the allotted 12 hours in this clinic.

Clinical Supervisor

Alexis D. Kulick, Ph.D., ABPP (Primary Supervisor for Neuropsychology Track)

MEMORY CLINIC

The Memory Clinic at SACC serves as a screening clinic for mild and major neurocognitive disorders in Veterans aged 65 and older. This clinic provides comprehensive evaluation and development of treatment recommendations for older adults with suspected cognitive impairment and functional decline. In addition to diagnosing dementia, this clinic serves to provide capacity evaluation consultation for referring providers as well as dementia support to both patients and caregivers. As part of a memory clinic evaluation, interns will complete comprehensive chart reviews, conduct thorough clinical interviews, administer and score cognitive and psychological screening measures, gain skills in differential diagnosis of dementia, provide recommendations and education to patients and family members, and conduct capacity evaluations (i.e., capacity to live independently, capacity for medical decision making and capacity to assign a DPOA for healthcare), if needed.

Interns will also participate in the “Memory Group,” an 8-week group designed to educate patients about memory loss and other cognitive changes that occur with aging. Group facilitators will teach strategies to compensate for attention and memory problems, educate patients about lifestyle factors that can impact memory function, and provide a supportive environment for talking about how thinking and memory changes may affect patients’ mood and relationships/roles.

Clinical Supervisor

Ruth Robbins, Ph.D.

VETERANS COGNITIVE ASSESSMENT AND MANAGEMENT PROGRAM (V-CAMP)

V-CAMP provides interdisciplinary assessment, diagnostic services, and ongoing care for Veterans with neurocognitive disorders and their caregivers. Referrals are accepted for geriatric patients (65+) and those with suspected early-onset neurodegenerative conditions. With a primary target of increasing access and quality of care to rural Veterans and those who otherwise might lack access to subspecialty services within the Greater Los Angeles catchment area, the primary method of service delivery is clinical video telehealth to local Community Based Outpatient Clinics (CBOC). In-person assessment is conducted based on patient preference and/or clinical appropriateness. Home-telehealth capabilities are also utilized. Services include: diagnostic assessment (clinical interview, screening), neuropsychological assessment, medication management, behavioral assessment and intervention, and comprehensive care management. The GLA clinical team is comprised of 3 full-time Neuropsychologists, 2 Social Work Care Managers, and 1 Geriatric Psychiatrist.

For interns, primary clinical duties include clinical interviewing, conducting cognitive screening, providing comprehensive neuropsychological assessment, and developing treatment plans and/or recommendations for optimal function and safety. This service offers the unique opportunity for interns to provide ongoing follow up to allow for exposure to the clinical course of various neurocognitive disorders. V-CAMP providers work closely with CBOC clinicians, social work care managers, geriatric

psychiatry, and other specialists to provide integrated and comprehensive care. This collaborative model provides interns opportunities to develop competencies in consultation and team-based care.

Interns would also have the opportunity to co-lead the following group:

Brain Training for Seniors Group (online):

This is a 10-week manualized memory training and lifestyle support online group to enhance healthy brain functioning in older age. This program is based off the CogSMART manual by Twamley et al. (2009) from the VA San Diego. Participants may have subjective cognitive complaints with no formal neurocognitive diagnosis or may carry a diagnosis of Mild Neurocognitive Disorder.

Clinical Supervisor

Natalie Kaiser, Ph.D.

GERIATRICS: ADULT DAY HEALTHCARE (ADHC) PROGRAM, COMMUNITY LIVING CENTER (CLC), AND HOSPICE

The Adult Day Health Care (ADHC) Unit is housed within Building 99, the Nursing Home, and offers comprehensive interdisciplinary treatment involving such disciplines as Rehabilitation Medicine, Nursing, Pharmacy, Dietetics, Psychology, Speech and Audiology, Geropsychiatry, Social Work, and Occupational and Recreational Therapies. The patient population is predominantly male and middle-aged to very elderly. Some of the more common diagnoses include: stroke, traumatic brain injury, and Parkinson's disease. Less common diagnoses are also seen, such as Huntington's disease and Multiple Sclerosis. Most patients have no prior psychiatric histories, but many present with depression and social isolation, secondary to their altered functional status. All patients have disabilities in areas such as ambulation, speech, cognition, and/or activities of daily living.

The Community Living Center (CLC) and Hospice units are inpatient programs at the Nursing Home and offer opportunities to work with families and patients facing terminal diseases and end of life concerns. Among the highest rates of mental illness in this country are in nursing homes, yet treatment historically has often been very limited in this setting. This is particularly true for non-pharmacological interventions. Among the most complex psychological problems in nursing homes are behavioral and other psychological symptoms (e.g., aggression, agitation, wandering) associated with Major Neurocognitive Disorders and other neuropsychiatric conditions. Over the last few decades, there has been increasing empirical support for evidence-based psychosocial interventions for these problems. Similarly, in recent years, there has been increasing efforts in nursing homes to enhance resident well-being and reduce negative behaviors by changing the treatment culture to emphasize more home-like and person-centered principles.

Within this program, the intern will provide a full range of psychological services to patients and their families, including screening, psychological, cognitive, and capacity assessments; psychotherapy; and prevention-oriented services that emphasize evidence-based and best practice approaches. The intern will also participate in interprofessional team meetings, treatment planning, and co-facilitation of the following group:

Caregiver Support Group

The caregiver support group is offered through the ADHC program once a month. It is for families, partners, and other caregivers of adults who are enrolled in the ADHC program and are dealing with disorders such as major neurocognitive disorders, stroke, brain injury, and other chronic debilitating health conditions. The group offers a safe place to discuss the stresses, caregiver burnout, challenges, and rewards of providing care for a significant other.

Clinical Supervisor:

Falguni Chauhan, Ph.D.

ADAPTATIONS TO ROTATION ACTIVITIES DURING THE COVID-19 PANDEMIC:

- All activities transferred to telehealth modalities. Interns were trained to provide all psychological intervention and assessment services using remote technology, such as a HIPAA-compliant web-based video platform or telephone.

DIDACTICS

For Both General and Neuropsychology Tracks:

CLINICAL RESEARCH SEMINAR

This is a monthly, 60-minute seminar attended by interns. Content focuses on developing a knowledge base for the use of research in clinical practice. Specific topics include: quality improvement, understanding and using clinical trials to inform practice, discussion of diversity, equity and inclusion in clinical research, and understanding how clinical practice guidelines are developed from research findings.

Coordinators:

Monica R. Kelly, Ph.D., DBSM

Jennifer Martin, Ph.D., FAASM, DBSM

DIVERSITY, EQUITY, AND INCLUSION (DEI) SEMINAR

This is a twice-monthly, 90-minute seminar attended by interns and residents. The purpose of this seminar is to increase trainees' cultural awareness, competence, and humility using a number of methods, such as formal presentations, experiential exercises, role plays, and assigned readings. Trainees will learn how their own personal/cultural history, attitudes, and biases may affect their understanding and interaction with different people. Trainees will learn to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Guest lecturers are invited to speak on topics, such as ethnic minority groups, immigrants, LGBT considerations, returning students, and women Veterans, among others.

Coordinators:

Grace Rosales, Ph.D.

Carissa Klevens-Thomas, Ph.D.

PSYCHOLOGY TRAINING SEMINAR

This is a weekly, 60-minute seminar on a broad range of issues related to professional development, attended by interns and residents. Speakers are different each week and topics include: Laws and Ethics, Licensure Preparation, Military Culture, Wellness/Self Care, How to Start a Private Practice, and Hiring Opportunities in the VA, among others. Additionally, the interns and residents will be responsible for providing one formal case presentation in the context of this seminar toward the end of the training year.

Coordinators:

Leela Farina, Ph.D.

Melissa Lewis, Ph.D.

SUPERVISION SEMINAR

This is a monthly, 60-minute seminar attended by interns and residents designed to provide training in competency-based clinical supervision. The seminar content is comprised of a combination of formal presentations, group discussions, vignettes, role plays, and assigned readings. Guest lecturers are invited to present on a number of different topics including the supervisory relationship; assessment, evaluation, and feedback; diversity considerations; ethical, legal, and regulatory considerations, among others.

Coordinator:

Joy Y. Lin, Psy.D.

Additional Didactics For the Neuropsychology Track

NEUROPSYCHOLOGY DIDACTIC

This is a weekly, 60-minute didactic attended by the Neuropsychology Track Intern, any General Track interns who select the Neuropsychology Clinic as a mini-rotation, as well as the Neuropsychology Practicum Student(s). The facilitator and guest lecturers will provide didactic instruction on a number of topics, related to neuropsychological assessment, neurologic syndromes, diagnostic considerations, behavioral neurology, functional neuroanatomy (brain-behavior relationships), cultural consideration for test selection and interpretation, and ABPP board certification. Case conferences and journal article review will also be conducted during the seminar.

Coordinator:

Natalie Kaiser, Ph.D.

Alexis Kulick, Ph.D., ABPP/CN

UCLA-SPONSORED NEUROBEHAVIOR DIDACTIC

This is a weekly, 60-minute didactic attended by the Neuropsychology Track Intern and Neuropsychology Practicum Student(s). The UCLA-Affiliated speakers and participants vary each week, are from different disciplines, and presentations are in different formats, such as review of journal articles, case presentations, research talks, and neurobehavior topic reviews. There are a wide range of topics covered, such as, Atypical Parkinsonian Disorders, Apraxia in Dementia, Neuroimaging in Dementia, Emotional Disorders in Neurodegenerative Diseases, among many others.

Coordinator:

Various Speakers

Why Choose the Sepulveda VA for Internship?

We are certain that when reviewing Training Brochures for internship, it can be difficult to determine how some programs differ from one another. However, we are well acquainted with many programs and feel that the one at the Sepulveda VA stands out for many reasons; here are just a few of those reasons, and we are happy to elaborate further during the interview process:

Variety of Experiences:

Our internship program is designed to provide both breadth and depth. Over the years, we have been very fortunate to add many talented supervisors to our staff which has allowed us to offer numerous, unique training opportunities in areas that may not be available at other internship sites; among others, these include extensive training and opportunities in the following:

- Acceptance and Commitment Therapy (ACT) Clinic
- Couples Therapy Clinic
- Neuropsychology Clinic for both Neuropsychology and General Track Interns
- Treatments to address Sleep Disorders in an AASM-Accredited Sleep Medicine Center
- Opportunities to work with Women Veterans in a Comprehensive Women's Health Care Clinic
- Ability to specialize in both combat-related and non-combat-related trauma

Focus on Evidence-Based Modalities:

Most of the training experiences at the Sepulveda VA are empirically informed and nearly all training supervisors have been VA certified in one or more evidence-based practice modalities. In addition to this, several of the supervisors on staff at SACC are regional trainers and subject matter experts -- they are the ones training other supervisors throughout the VA system! Thus, trainees will have the benefit of learning from "the best" and will learn how to flexibly apply evidence-based protocols with fidelity and to employ measurement-based care strategies to assess treatment outcomes.

Quality of Supervision/Supervisors:

With the exception of six of our supervisors, one of whom is ironically the Training Director, every other supervisor has trained at the Sepulveda VA in some capacity (that makes 16 of them), whether it was during practicum, internship, or postdoc (and in some cases, all three levels)! This speaks volumes about the environment at SACC; most trainees have such positive experiences that they end up wanting to stay on as staff members. Additionally, supervisors have the added perspective of being both a SACC trainee and SACC supervisor, which can be very helpful. Finally, many of the Sepulveda supervisors hold high-level leadership positions in GLA as well as academic appointments at local universities and can therefore provide valuable mentorship to trainees regarding leadership development.

Emphasis on Diversity Training:

All interns are allotted two hours per week in which they can participate in Diversity, Equity, and Inclusion (DEI) activities affiliated with any one of our DEI Sub-Committees focused on Hiring, Training, and Staff Development. GLA has a robust DEI Committee and each year, trainees will be educated about the various ways they can contribute to new or ongoing diversity-related efforts. Thus, time is specifically carved out of the internship program for interns to contribute to DEI efforts. This, of course, is in addition to the twice monthly SACC Diversity, Equity, and Inclusion Seminar in which trainees participate. Trainees have the choice to use those two hours for alternate endeavors, if they so

choose, but it was important to us to designate those hours for diversity-related activities rather than adding them, as an afterthought, to an already-full schedule.

The Vibe:

Finally, and probably most importantly, one of the features that stands out about the Sepulveda VA the most is the vibe – created by the physical environment, the trainees, and the staff members. We have a beautiful campus that is jokingly referred to as “the country club of GLA,” with sprawling grounds, lots of foliage, views of mountains, and (some) lovely buildings. Aside from office space within the rotations, the interns are provided with a large workspace, known as the “bullpen” where they can work together, engage in consultation, and yes, even participate in meditations and yoga activities on the floor, as has been done in previous years. The Training Committee is committed to helping to create a collaborative, supportive, and cohesive internship class, and the bullpen, as well as regularly scheduled social events, helps to promote the development of that feeling.

The supervisors on staff are a collaborative, nurturing, and cohesive group of conscientious professionals who truly enjoy working and spending time with one another; trainees have remarked that they can feel and appreciate the respect, kindness, and support that supervisors convey toward one another and to the trainees. Finally, we would be remiss if we did not mention our **potlucks** for which we are regionally (and maybe even nationally!) known. We have some very talented chefs on staff who express their affection for their co-workers and trainees through food. The COVID-19 pandemic has certainly impeded our ability to hold potlucks, so it is expected that by the 2022-2023 year, we will be back in full force.

Facility and Training Resources:

Interns are provided with office space and computers necessary for patient care and administrative responsibilities. They have access to the VA Medical Library services as well as VA Intranet and Internet resources for clinical work and research. The Psychology Department has a Psychology Assessment Lab, which includes a wide variety of psychological assessment instruments and test scoring programs.

Administrative Policies and Procedures:

Authorized Leave: The Sepulveda Ambulatory Care Center's policy on Authorized Leave is consistent with the national standard. In the course of the year, interns accrue 13 vacation days and 13 sick days (4 hours of vacation and 4 hours of sick time are accrued every two-week pay period) and 11 paid holidays. Interns may request up to 5 days (40 hours) of educational leave/administrative absence (AA) for off-site educational activities. The following professional activities qualify: defending one's dissertation, postdoctoral fellowship interviews, conferences, pre-licensure seminars, and workshops outside of GLA.

Stipend: The stipend for the training year is \$30,031

Benefits: VA interns are eligible for health insurance (for self, legally married spouses of any gender, and legal dependents) and for life insurance.

Due Process: All trainees are afforded the right to due process in matters of problematic behavior and grievances. A copy of our due process policy is available on request.

Privacy policy: We will collect no personal information from you when you visit our Website.

Self-Disclosure: Our program sets no requirement for self-disclosure.

Family and Medical Leave: The internship program allows for parental leave as well as for leave in the event of serious illness. Family and Medical Leave are granted for the birth of a child and care of a newborn, or placement of a child with oneself for adoption or foster care; a serious health condition of a spouse, son or daughter, or parent; or one's own serious health condition. Interns are required to complete the full 2080-hour requirement; any leave time will result in an extension of the training contract. Interns are encouraged to address any requests for leave with the Director of Training as early as possible.

Reasonable Accommodations: It is the policy of VA to provide reasonable accommodations to qualified applicants and employees with disabilities in compliance with the Americans with Disabilities Act (ADA).

Liability Protection for Trainees: When providing professional services at a VA healthcare facility, VA-sponsored trainees acting within the scope of their educational programs are protected from personal liability under the Federal Employees Liability Reform and Tort Compensation Act 28, U.S.C.2679 (b)-(d).

TRAINING STAFF

Barrad, Alex, Psy.D.

Training Roles: Supervisor; Section Chief of TeleMental Health, GLA

Training Activities: Trauma Recovery Services

Undergraduate Program: University of California, San Diego, 2007

Doctoral Program: PGSP-Stanford Psy.D. Consortium (Clinical), 2013

Doctoral Internship: VA Sepulveda Ambulatory Care Center, 2012-2013

Postdoctoral Residency: VA Loma Linda Healthcare System (Trauma), 2013-2014

Areas of Interest: Posttraumatic Stress Disorder, Treatment of Sleep Disorders, Evidence-Based Treatments, Substance Use Disorders

Certifications: Certified VA Acceptance and Commitment Therapy (ACT), Prolonged Exposure (PE), and Cognitive Behavioral Conjoint Therapy (CBCT) for PTSD Provider

Orientation: Cognitive-Behavioral, Integrative

Benedicto, Rosy, Ph.D., ABPP

Training Roles: Supervisor

Training Activities: Trauma Recovery Services

Undergraduate Program: University of California, San Diego, 2006

Doctoral Program: University of Nebraska-Lincoln (Clinical), 2015

Doctoral Internship: West Los Angeles VA Healthcare Center, 2014-2015

Postdoctoral Residency: West Los Angeles VA Healthcare Center (Trauma Psychology), 2015-2016

Areas of Interest: Posttraumatic Stress Disorder, Co-occurring Trauma and Substance Use Disorders, Multiculturalism, Family-Focused Approach to Treatment, Intimate Partner Violence Perpetration, Evidence-Based Treatments

Certifications: Certified VA Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), and Cognitive Behavioral Therapy for Insomnia (CBT-I) Provider; Peer-Reviewed PE Consultant by the Emory University Prolonged Exposure Consultant Training Program

Orientation: Cognitive-Behavioral

Burgoyne, Marissa, Psy.D.

Training Roles: Supervisor, Section Chief for Women's Mental Health, GLA

Training Activities: Women's Health Clinic

Undergraduate Program: Brown University, 1994

Doctoral Program: Pepperdine University (Clinical), 2011

Doctoral Internship: VA Loma Linda, 2010-2011

Academic Affiliations: Adjunct Professor, Pepperdine University

Areas of Interest: Women's Health, Posttraumatic Stress Disorder, Anxiety Disorders, Readjustment Issues Among Student Veterans, Development and Implementation of Group Interventions, Evidence-Based Practice, Individual and Group Therapy.

Certification: Certified VA Cognitive Processing Therapy (CPT) Provider; Certified VA Prolonged Exposure Therapy (PE) Provider

Orientation: Cognitive-Behavioral

Carlson, Gwen, Ph.D.

Training Roles: Supervisor

Training Activities: Women's Health Clinic, DBT Consultation Team

Undergraduate Program: Drake University, 2012

Doctoral Program: University of Nevada, Reno (Clinical), 2018

Doctoral Internship: VA Sepulveda Ambulatory Care Center, 2017-2018

Postdoctoral Residency: Women's Health, VA Greater Los Angeles, 2018-2020

Academic Affiliations: Clinical Instructor, David Geffen School of Medicine, UCLA

Areas of Interest: Women's Health, Posttraumatic Stress Disorder, Insomnia, Emotion Dysregulation, Evidence-Based Practice

Certification: VA Cognitive Behavioral Therapy for Insomnia (CBT-I) Provider

Orientation: Cognitive Behavioral, Third Wave

Chauhan, Falguni, Ph.D.

Training Roles: Supervisor; Director of Psychology Practicum Program

Training Activities: Health Psychology: Geriatrics, Couples Therapy Clinic

Undergraduate Program: University of California Irvine, 1992

Graduate Program: Boston University, M.A., 1995

Doctoral Program: University of Houston (Counseling), 2007

Doctoral Internship: VA Sepulveda Ambulatory Care Center, 2006-2007

Areas of Interest: Geropsychology, Couples Therapy, Home Based Primary Care, Neuropsychology, Dementia, Alzheimer's Disease, Multiple Sclerosis, Posttraumatic Stress Disorder, TBI, Family Therapy, Caregiver Stress, Individual and Group Therapy.

Certifications: Certified VA Integrative Behavioral Couples Therapy (IBCT) Provider; Cognitive-Behavioral Therapy for Insomnia (CBT-I) Provider; Acceptance and Commitment Therapy for Depression (ACT-D) Provider; Cognitive Behavioral Therapy for Depression (CBT-D) Provider.

Orientation: Eclectic/ Integrative

DeLeeuw, Charles E., Ph.D.

Training Roles: Supervisor, Deputy Division Chief, General Care Division, Mental Health Clinics and Telemental Health

Activities: ACT Clinic

Undergraduate Program: Hope College, 2005

Doctoral Program: Fuller Graduate School of Psychology (Clinical), 2011

Doctoral Internship: Pacific Clinics, Arroyo FSP, 2010-2011

Postdoctoral Residency: VA Pacific Islands Health Care System, PTSD & SMI, 2011-2012

Areas of Interest: Acceptance and Commitment Therapy

Certifications: VA Acceptance and Commitment Therapy (for Depression) Consultant & Regional Trainer

Orientation: Third Wave CBT

Duman Serrano, Sarah, Ph.D.

Training Roles: Supervisor; GLA Local Evidence-Based Practices and Care in the Community
Psychotherapy Coordinator

Training Activities: Health Psychology: Behavioral Medicine; Primary Care Mental Health Integration

Undergraduate Program: Yale University, 2000

Doctoral Program: USC Clinical Science (Clinical), 2010

Doctoral Internship: VA Sepulveda Ambulatory Care Center, 2009-2010

Postdoctoral Residency: Women's Health, UCLA/VA Greater Los Angeles, 2011-2012

Areas of Interest: Health Psychology, Integrative Medicine, Mindfulness, Biofeedback, Psychology in Medical Setting, Evidence-Based Treatments, Women Veterans, Individual and Group Therapy.

Certifications: Board Certified in Biofeedback, iRest Yoga Nidra Level I Teacher, VA CALM Mindfulness Facilitator, VA CALM Self-Compassion Facilitator; Certified VA Acceptance and Commitment Therapy (for Depression) Provider; Certified CBT-Chronic Pain Provider

Orientation: Cognitive Behavioral, Third Wave, Integrative

Farina, Leela, Ph.D.

Training Roles: Supervisor

Training Activities: Trauma Recovery Services

Undergraduate Program: University of Washington, 2012

Doctoral Program: Suffolk University (Clinical), 2020

Doctoral Internship: VA Sepulveda Ambulatory Care Center, 2019-2020

Postdoctoral Residency: VA Sepulveda Ambulatory Care Center (Trauma Psychology), 2020-2021

Areas of Interest: Posttraumatic Stress Disorder, Co-occurring Trauma and Substance Use Disorders, Evidence-Based Treatments, Couples and Family Interventions

Orientation: Cognitive-Behavioral, Dialectical, Ecological Systems

Grinberg, Austin, Ph.D.

Training Roles: Supervisor

Training Activities: Primary Care Mental Health Integration; Insomnia Clinic

Undergraduate Program: University of California, Los Angeles, 2009

Doctoral Program: University of Arizona (Clinical), 2017

Doctoral Internship: University of California, San Diego/VA San Diego Healthcare System, 2016-2017

Postdoctoral Residency: Psychosomatic/Behavioral Medicine, University of California, San Diego/VA San Diego Healthcare System, 2017-2018

Areas of Interest: Behavioral Medicine, Psychology in Medical Setting, Chronic Pain, Psycho-Oncology, Behavioral Sleep Medicine

Certifications: VA Cognitive Behavioral Therapy for Insomnia (CBT-I) Provider, VA Co-located Collaborative Care (CCC) Provider

Orientation: Cognitive Behavioral, Integrative

Jakucs, Bobby, Psy.D.

Training Roles: Supervisor

Training Activities: Trauma Recovery Services

Undergraduate Program: Loyola Marymount University, 2008

Doctoral Program: Pepperdine Graduate School of Education and Psychology (Clinical), 2020

Doctoral Internship: VA Sepulveda Ambulatory Care Center, 2019-2020

Areas of Interest: Posttraumatic Stress Disorder, Co-occurring Trauma and Substance Use Disorders

Posttraumatic Growth, Resiliency, Evidence-Based Treatments, Spirituality, Existential Approaches to Treatment, Insight-oriented Treatments; Military Culture

Orientation: Eclectic/Integrative

Kaiser, Natalie, Ph.D.

Training Roles: Supervisor

Training Activities: Veteran's Cognitive Assessment & Management Program (V-CAMP)

Undergraduate Program: Pepperdine University, 2004

Doctoral Program: Loma Linda University, 2011

Doctoral Internship: West Los Angeles VA Healthcare Center, Gero track 2010-2011

Postdoctoral Residency: West Los Angeles VA Healthcare Center GRECC Advanced Geriatric Fellowship, 2011-2013

Areas of Interest: Early-onset neurodegenerative conditions; Teleneuropsychology; Health Psychology; health disparities and healthy aging

Certifications: Certified VA Provider Integrative Behavioral Couples Therapy; Certified VA Cognitive Processing Therapy (CPT)

Orientation: Integrative

Kelly, Monica, Ph.D., DBSM

Training Roles: Supervisor, Clinical Research Seminar Co-Facilitator

Training Activities: Insomnia Clinic

Undergraduate Program: University of Arizona, Tucson, 2008

Doctoral Program: University of Arizona, Tucson (Clinical), 2018

Doctoral Internship: VA San Diego Healthcare System, 2017-2018

Postdoctoral Fellowship: Geriatrics/Research, Geriatric Research, Education and Clinical Center (GRECC), VA Greater Los Angeles Healthcare System (VAGLAHS), 2018-2021

Academic Affiliations: Assistant Professor of Medicine, David Geffen School of Medicine, University of California, Los Angeles (UCLA); Research Health Scientist, VAGLAHS GRECC

Areas of Interest: Psychological Treatment of Insomnia, PTSD, Chronic Nightmares and Circadian Rhythm Sleep Disorders, Sleep Apnea, Geriatrics, Health Psychology, Motivational Interviewing

Certifications: Diplomate of the Board of Behavioral Sleep Medicine

Orientation: Cognitive-Behavioral, Integrative (Motivational Interviewing, Acceptance and Commitment Therapy with a focus on case conceptualization)

Klevens-Thomas, Carissa Ph.D.

Training Roles: Supervisor, Diversity Seminar Co-facilitator

Training Activities: Mental Health Clinic

Undergraduate Program: California State University Northridge, 1996

Doctoral Program: University of Missouri, Kansas City, Ph.D. 2007

Doctoral Internship: University of Southern California, Student Counseling Services, 2006-2007

Postdoctoral Residency: Gateways Hospital, 2007-2008

Areas of Interest: Mindfulness, Recovery-Oriented Care, LGBTQIA+, Diversity and Multicultural Issues in Research and Psychotherapy, Evidence-Based Interventions, Crisis Negotiation, Substance Use, Eating Disorders

Certifications: VA Cognitive Processing Therapy (CPT) Provider, VA Cognitive Behavior Therapy for Depression (CBT-D) Provider, VA Cognitive Behavior Therapy for Chronic Pain (CBT-CP) Provider, Interpersonal Psychotherapy for Depression (IPT-D) Provider, VA CALM Mindfulness Facilitator, VA CALM Self-Compassion Facilitator

Orientation: Cognitive Behavioral, Integrative

Kulick, Alexis D., Ph.D., ABPP/CN

Training Roles: Director of Psychology Training, Supervisor

Training Activities: Neuropsychology Clinic

Undergraduate Program: Brandeis University, 1996

Doctoral Program: Bowling Green State University (Clinical), 2001

Doctoral Internship: Southern Louisiana Internship Consortium, 2000-2001

Postdoctoral Residency: Kaiser Permanente, Oakland; Department of Behavioral Medicine, 2001-2002

Areas of Interest: Clinical Neuropsychology; Psychodiagnostic Assessment; Behavioral Medicine/Health Psychology; Pain Management

Certifications: Diplomate in Clinical Neuropsychology

Orientation: Cognitive-Behavioral, Integrative

Lewis, Melissa M., Ph.D.

Training Roles: Supervisor, Coordinator of Psychology Training Seminar

Training Activities: Addictive Behaviors Clinic

Undergraduate Program: University of San Francisco, 2001

Doctoral Program: Saint Louis University (Clinical), 2009

Doctoral Internship: VA Sepulveda Ambulatory Care Center, 2008-2009

Postdoctoral Residency: University of California, San Diego/VA San Diego Healthcare System, 2009-2010

Areas of Interest: Substance Use Disorders, Posttraumatic Stress Disorder; Severe Mental Illness; Psychodiagnostic Assessment; Evidence-Based Interventions

Certifications: Certified VA Cognitive Processing Therapy (CPT) Provider, Certified Cognitive Behavior Therapy for Substance Use Disorders (CBT-SUD) Provider, Certified VA Social Skills Training (SST) Provider

Orientation: Cognitive Behavioral, Integrative

Lin, Joy Y., Psy.D.

Training Roles: Supervisor, Supervision Seminar Facilitator, and Supervision of Supervision Seminar Co-Facilitator

Training Activities: Mental Health Clinic

Undergraduate Program: Columbia College, Columbia University, 1997

Doctoral Program: Pepperdine Graduate School of Education and Psychology (Clinical), 2019

Doctoral Internship: VA West Los Angeles 2018-2019

Postdoctoral Residency: VA Sepulveda Ambulatory Care Center, 2019-2020

Areas of Interest: Diversity and Multicultural Psychology, Integrative Health, Anxiety Disorders, Posttraumatic Stress Disorder, MST, Women's Health, Multicultural Supervision

Certifications: Certified VA Cognitive Processing Therapy (CPT) Provider

Orientation: Multicultural, Integrative, Interpersonal

Martin, Jennifer, Ph.D., FAASM, DBSM

Training Roles: Supervisor, Clinical Research Seminar Facilitator

Training Activities: Insomnia Clinic

Undergraduate Program: University of California, San Diego, 1995

Doctoral Program: San Diego State University/University of California, San Diego Joint Doctoral Program (Clinical), 2002

Doctoral Internship: Brown University, 2001-2002

Postdoctoral Fellowship: Geriatrics, University of California, Los Angeles 2002-2003

Academic Affiliations: Professor of Medicine, David Geffen School of Medicine, University of California, Los Angeles; Faculty, UCLA Multicampus Program in Geriatrics and Gerontology; Faculty; VAGLAHS/UCLA Sleep Medicine Fellowship Program; Research Scientist, VAGLAHS Geriatric Research, Education and Clinical Center; VA OMHSP National Expert Trainer and Subject Matter Expert, Cognitive Behavioral Therapy for Insomnia

Areas of Interest: Psychological Treatment of Insomnia, Chronic Nightmares and Circadian Rhythm Sleep Disorders; Sleep Apnea, Geriatrics; Health Psychology; Motivational Interviewing; Women's Health

Certifications: Certified in Behavioral Sleep Medicine by the American Board of Sleep Medicine, Fellow of the American Academy of Sleep Medicine; Diplomate of the Board of Behavioral Sleep Medicine

Orientation: Cognitive-behavioral (with motivational enhancement, Acceptance and Commitment Therapy and case conceptualization)

Revolorio, Kaddy, Psy.D.

Training Roles: Supervisor, Supervision of Supervision Seminar Co-Facilitator

Training Activities: Primary Care Mental Health Integration (PCMHI), Insomnia Clinic, Health Psychology: Behavioral Medicine

Undergraduate Program: University of California, Los Angeles, 2010

Doctoral Program: Pepperdine University (Clinical), 2017

Doctoral Internship: Southern Arizona VA Health Care System, 2016-2017

Postdoctoral Residency: VA Sepulveda Ambulatory Care Center, PCMHI/B-Med, 2017-2018

Areas of Interest: Behavioral Medicine/Health Psychology, Evidence-Based Practices, Sleep Disorders, Mindfulness, Individual and Group Therapy

Certifications: Certified VA Cognitive Processing Therapy (CPT) Provider, Certified VA Cognitive Behavioral Therapy for Insomnia (CBT-I) Provider, VA Co-located Collaborative Care (CCC) Provider

Orientation: Cognitive-Behavioral, Third Wave, Integrative

Robbins, Ruth Ph.D.

Training Roles: Supervisor

Training Activities: Health Psychology: Geriatrics

Undergraduate Program: Elon University, 2012

Doctoral Program: University of Arizona (Clinical), 2018

Doctoral Internship: VA Greater Los Angeles Healthcare System, 2017-2018

Postdoctoral Residency: VA Sepulveda Ambulatory Care Center (PCMHI/B-Med), 2018-2019

Areas of Interest: Geropsychology, Home Based Primary Care, Dementia, Caregiver Stress, Behavioral Medicine, Psychology in Medical Setting, Behavioral Sleep Medicine, Evidence-Based Treatments, Individual and Group Therapy.

Certifications: VA Cognitive Behavioral Therapy for Insomnia (CBT-I) Provider

Orientation: Third Wave, Cognitive Behavioral, Integrative

Rosales, Grace Ph.D.

Training Roles: Supervisor, Diversity Seminar Co-Facilitator

Training Activities: Women's Health Clinic

Undergraduate Program: California State Los Angeles, 1994

Doctoral Program: University of Massachusetts Boston, Ph.D. 2004

Doctoral Internship: VA West Los Angeles, 2003-2004

Postdoctoral Residency: Didi Hirsch Community Mental Health

Academic Affiliations: Clinical Assistant Professor, UCLA

Areas of Interest: Women's Health, Posttraumatic Stress Disorder, LGBTQ, Immigrant Mental Health, Cross Cultural Psychology, Substance Use Disorders.

Certification: VA Cognitive Processing Therapy (CPT) Provider

Orientation: Interpersonal

Serpa, J. Greg, Ph.D.

Training Roles: Supervisor (employed at WLA VA)

Training Activities: Health Psychology: Behavioral Medicine (MBSR)

Undergraduate Program: UCLA, 1985

Graduate Program: USC, School of Cinematic Arts, MFA, 1990

Doctoral Program: California School of Professional Psychology (Clinical), 2004

Doctoral Internship: VA Sepulveda Ambulatory Care Center, 2003-2004

Postdoctoral Residency: HIV Mental Health, University of California Los Angeles, 2004-2005

Academic Affiliations: Clinical Professor, Psychology Department, UCLA; Visiting Clinical Scientist, David Geffen School of Medicine, UCLA

Areas of Interest: Whole Health, Mindfulness and Compassion-Based interventions, LGBT Mental Health, Mind-Body Interactions

Certifications: Mindfulness Based Stress Reduction (MBSR), Mindful Self-Compassion (MSC), Prolonged Exposure

Orientation: Mindfulness, Cognitive Behavioral

Spangler, Shana, Psy.D.

Training Roles: Supervisor; Deputy Chief, Mental Health, GLA

Training Activities: Trauma Recovery Services

Undergraduate Program: University of California, Los Angeles, 1998

Doctoral Program: Pepperdine University (Clinical), 2009

Doctoral Internship: W.G. “Bill” Hefner VA Medical Center, Salisbury, NC, 2008-2009

Postdoctoral Residency: University of California, San Francisco/VA San Francisco, PTSD/Substance Use, 2009-2010

Academic Affiliations: Clinical Instructor, David Geffen School of Medicine at UCLA

Areas of Interest: Posttraumatic Stress Disorder, Sleep Disorders, Substance Use, Evidence-Based Interventions.

Certifications: Certified VA Cognitive Processing Therapy (CPT), Interpersonal Psychotherapy (IPT), Motivational Interviewing (MI), and Prolonged Exposure (PE); Board Certified in Biofeedback (BCB)

Orientation: Cognitive-behavioral, Integrative

Zvinyatskovskiy, Aleksey, Ph.D.

Training Roles: Supervisor, SACC MHC Section Chief

Training Activities: Mental Health Clinic (MHC)

Undergraduate Program: University of California, Berkeley, 2007

Doctoral Program: University of California, Los Angeles (Clinical), 2015

Doctoral Internship: VA Sepulveda Ambulatory Care Center, 2014-2015

Areas of Interest: Primary Care Psychology, Evidence-Based Practice, Mindfulness, Sleep Disorders, Acceptance and Commitment Therapy, Biofeedback, Posttraumatic Stress Disorder, Substance Abuse, Individual and Group Psychotherapy

Certifications: Certified VA Problem Solving Therapy for Primary Care, VA Acceptance and Commitment Therapy (for Depression), VA Co-located Collaborative Care (CCC) Provider

Orientation: ACT, integrative, psychodynamic

Graduate Programs of Recent Trainees

Intern Class of 2021-2022

Hofstra University
Pacific University
Pepperdine University
PGSP-Stanford PsyD Consortium (2)
University of Mississippi

Intern Class of 2020-2021

AIU/CSPP, Los Angeles
Antioch University Seattle
California Lutheran University
Pepperdine University
PGSP-Stanford Consortium
University of Houston

Intern Class of 2019-2020

Illinois Institute of Technology
Pepperdine University
PGSP-Stanford Consortium (2)
Roosevelt University
Suffolk University

Intern Class of 2018-2019

Catholic University of America
Drexel University
Fuller Theological Seminary
PGSP-Stanford Consortium
St. Louis University
University of Southern California

Intern Class of 2017-2018

AIU/CSPP, San Diego
Pepperdine University
PGSP-Stanford Consortium (2)
University of California, Los Angeles
University of Nevada-Reno

Intern Class of 2016-2017

Pepperdine University (2)
PGSP - Stanford Consortium
University of California, Los Angeles (2)
University of Illinois at Urbana-Champaign (Counseling)

Photos – SACC Staff



DIRECTIONS TO THE SEPULVEDA VA

**16111 Plummer Street
North Hills, CA 91343**

Driving Directions

From West LA

405 North to Nordhoff
Left onto Nordhoff
Right onto Haskell
Left onto Plummer
Entrance to the Medical Center is on the right

From Ventura

101 South to the 405 North
Exit at Nordhoff
Left on Nordhoff
Right on Haskell
Left onto Plummer
Entrance to the Medical Center is on the right

From Bakersfield

Take the 99 or I-5 south to the I-5 to the 405 South
Exit at Devonshire
Right on Devonshire
Left on Haskell
Right on Plummer
Entrance to the Medical Center is on your right

From Lancaster/Palmdale

Take the 14 Freeway south to the I-5 to the 405 South
Exit at Devonshire
Left on Haskell
Right on Plummer
Entrance to the Medical Center is on the right

